

21st Century Community Learning Centers Program

Request for Applications (RFA)

**For Programs Proposing to Serve Elementary and
Junior High/Middle School Students**

**Title 20 United State Code Sections 7171 -7176 and
California Education Code Sections 8484.7-8484.8**

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Technical assistance resources of value for after school programs and program planning are available through the California Department of Education Web Site at
<<http://www.cde.ca.gov/afterschool/>>.

I. 21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM - OVERVIEW

A. BACKGROUND

The 21st Century Community Learning Centers (21st CCLC) program, authorized under the federal Elementary and Secondary Education Act, received its first appropriation of \$1 million at its inception in 1996. Since then, more than \$1.5 billion in 21st CCLC funding has been committed to provide grants to public schools or consortia of schools to enable them – with the assistance of community partners – to establish community education centers to keep children safe in the after school hours and provide academic enrichment, homework centers and tutors, and a range of cultural, developmental and recreational opportunities.

The *No Child Left Behind Act of 2001*, signed into law on January 8, 2002, by President Bush, transferred administration of the 21st CCLC Program to individual state departments of education and represents a significant opportunity for students and their families to continue to learn new skills and discover new abilities after the school day has ended. The passage of the *No Child Left Behind Act of 2001* significantly amended the Elementary and Secondary Education Act to expand State and local accountability and flexibility, and to stress the adoption of research-based practice. As a result, the California 21st Century Community Learning Centers Program is substantially different from its federally administered predecessor.

California's 21st Century Community Learning Centers Program is also shaped by California Education Code Sections: 8484.7-8484.8 and 8420-8428. California's 21st Century Community Learning Centers Program focuses on helping children and youth in schools serving high-poverty areas succeed academically through the use of scientifically based practice and extended learning time. The federal law provides *principles of effectiveness* to guide local grantees to identify and implement programs and activities that can directly enhance student learning. These activities must address the needs of the schools and communities, be continuously evaluated using performance measures, and, if appropriate, be based on scientific research.

Under the new program, grantees are required to provide opportunities for academic enrichment as well as a broad array of additional services to reinforce and complement the academic program. These academic and enrichment activities are intended to help disadvantaged students meet state and local standards in the core content areas, such as reading, math and science. In addition, the new program requires grantees to assess the need for family literacy services among families of prospective 21st CCLC students. Programs may either refer to and coordinate with existing services or provide family literacy services where existing resources (e.g., funding for Title III federal programs, Proposition 227, adult education, community college, Even Start, and Workforce Investment Act) are not available and/or sufficient to serve these families.

Students specifically targeted for service under the 21st CCLC Program are those who primarily attend either schools eligible for schoolwide programs under Title I section 1114 or schools that serve a high percentage of students from low-income families. The new program offers a five-year grant period (comprised of five, one-year grants) and expanded eligibility. Entities eligible to receive California's 21st CCLC grant funds include local educational agencies (LEAs), cities,

counties, community-based organizations (CBOs), public or private entities (which may include faith-based organizations or private schools), or a consortium of two or more such agencies, organizations or entities. Applicants are required to plan their programs through a collaborative process that includes parents, youth, and representatives of participating schools or local educational agencies, governmental agencies (e.g., cities, counties, parks and recreation departments), community organizations, and the private sector.

B. PURPOSE

The overarching goal of the 21st CCLC Program is to establish or expand community learning centers that provide students, particularly students who attend low-performing or high poverty schools, with academic enrichment opportunities and supportive additional services necessary to help the students meet state and local standards in the core academic subjects. As specified in federal law, the express purpose is to provide opportunities for communities to establish or expand activities that focus on the following three areas: 1) improved academic achievement, 2) enrichment services that reinforce and complement the academic program, and 3) family literacy and related educational development services. Each of these three areas is described below:

Improved Academic Achievement

Each program must include an academic assistance component that provides opportunities for academic enrichment. The CDE encourages applicants to develop this academic/educational component in close collaboration with the LEA and/or school staff.

Enrichment Services That Reinforce and Complement the Academic Program

Each community learning center must also provide an educational enrichment component that offers students a broad array of additional services, programs, and activities designed to reinforce and complement the regular academic program of participating students.

Family Literacy Services

Each applicant will be required to assess the need for family literacy services among adult family members of students to be served by 21st Century Community Learning Centers. All applicants must propose to refer to or coordinate with existing services related to literacy and educational development. Applicants who identify a need and certify that existing resources are not available and/or sufficient to serve these families may apply for an optional direct grant to provide those services.

II. GENERAL GRANT INFORMATION

A. CRITICAL DATES FOR THE REQUEST FOR APPLICATION PROCESS

January 5, 2004	Request for Application available on California Department of Education Web site and informational letter issued.
January 7, 2004	RFA Information Session Digital Broadcast (Visit < http://www.cde.ca.gov/afterschool/ > for details.)
March 3, 2004	<i>Applications must be postmarked or received by the California Department of Education, After School Partnerships Office by March 3, 2004. (Hours 8:00 a.m. - 5:00 p.m. Monday-Friday)</i>
May 5, 2004	Grant Awards announced

B. GENERAL PROVISIONS OF THE 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

Who May Apply

Local Education Agencies, community-based organizations, cities, counties, public or private entities (including faith-based organizations or private schools), or a consortium of two or more of such agencies, organizations or entities responding to this Request for Applications (RFA) are eligible entities and may apply for 21st CCLC Program funding to serve students in public and/or private schools. Please note that any school may participate in only one 21st CCLC application for funding.

Currently funded 21st CCLC grantees are eligible to apply for 21st CCLC grant funds for either or both of the two purposes identified below. Currently funded After School Education and Safety Program grantees (i.e., the ASES Program, previously known as the Before and After School Learning and Safe Neighborhoods Partnerships Program) that have met full recertification status are also eligible to apply for 21st CCLC grant funds for the purposes identified below. In addition, currently funded ASES grantees that are provisionally recertified *and* in year one of their current three-year grant period are eligible to apply for 21st CCLC funds for either of the purposes identified below.

- a) To expand to additional schools that have not been previously funded. (Such applicants are eligible for core and/or direct grant funding, as described in Section II C under Funding); or
- b) To add students to a program site currently being served through either an ASES Program or 21st CCLC Program grant. (Such applicants must propose to provide services to more than 25 percent additional students.)

Note: ASES Program grantees that remain provisionally recertified (i.e., that have not been moved to full recertification status by CDE) in year two of their current grant award are ineligible to apply for California 21st CCLC Program funds.

Two Variations of Core Grant Funding and Scoring

There is no maximum grant award per application. CDE wishes to ensure that all applicants provide sufficiently detailed descriptions pertaining to each of the communities to be served, regardless of the number of schools and communities proposed for funding. As such, two variations of the same scoring rubric are provided: one for applications requesting less than two million dollars in core grant funding, and another for applications requesting two million dollars or more in core grant funding. Consistent with the desire to ensure that applicants proposing to serve a very large number of schools and communities provide the same level of detail in their applications, the core grant narrative for applicants requesting less than two million dollars is limited to no more than twenty (20) pages. For applicants requesting two million dollars or more in core grant funding, the core grant narrative is limited to no more than thirty (30) pages.

Prioritized Eligibility for Funding

A total of **\$27,003,000** in funding has been allocated for new 21st CCLC grants to programs serving elementary and middle school students. A total of **\$2,051,000** in funds has been allocated for new programs serving high school students. Grantees awarded a 21st CCLC grant will receive five, one-year grants. Each year's grant funding is contingent on the availability of federal funds and receipt by CDE of the annual allocation of 21st CCLC Program funds through the California State Budget.

Consistent with federal legislation, CDE must satisfy an absolute funding priority by restricting grant awards to only those applications that propose to serve students who primarily attend:

- i. Schools that are eligible for Title I schoolwide programs (applies to applications proposing to serve public school students); and/or
- ii. Schools that serve a high percentage of students from low-income families (applies to applications proposing to serve private school students).

For clarification, schools eligible to operate a Title I schoolwide program are public schools in which at least 40 percent of the students qualify to receive free or reduced-cost meals through the National School Lunch Program under the United States Department of Agriculture. Please visit <http://data1.cde.ca.gov/dataquest> to verify whether a particular public school meets the free or reduced-cost meals criteria.

Private schools are not eligible to participate in a Title I schoolwide program. However, applicants may propose to serve students attending private schools that serve a high percentage of students (i.e., at least 40 percent) from low-income families. Such applicants may employ any of the following processes to confirm that the students/school satisfy the absolute funding priority:

- Document that at least 40 percent of the students qualify to receive free or reduced-cost meals through the National School Lunch Program under the United States Department of Agriculture.
- Use the results of a survey that, to the extent possible, protects the identity of families of private school students, and extrapolate if complete actual data are unavailable.

- Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area.
- Use an equated measure of low income correlated with the measure of low income used to count public school children.

Competitive priority will be given to applications that satisfy the absolute funding priority and:

1. Propose to serve children and youth in schools that have been identified as in need of improvement under Title I (Section 1116), *and*
2. That are submitted jointly by at least one local educational agency receiving funds under Title I Part A and at least one community-based organization or other public or private entity.

Section 1116 refers to those programs that have not met Title I goals for two consecutive years. A listing of Section 1116 schools, known as “Program Improvement” schools, can be found at <http://www.cde.ca.gov/iasa/titleone/pi/query.asp> by checking all seven boxes under “Program Improvement ID Year” and keying in “900” as the maximum records to display. This list is updated periodically as schools appeal their Annual Yearly Progress status, and it is necessary to confirm the Section 1116 status with the school or district.

Note: Applicants are strongly encouraged to fully satisfy the requirements for the competitive priority. To be considered for competitive priority, applicants must check the appropriate box on Form A1 *and* provide a “Memorandum of Understanding to be Considered for Competitive Priority” that documents how the application fully satisfies the competitive priority criteria. Please see Section I.C under *Glossary: Key Terms and Concepts Associated with 21st CCLC Programs* for definitions of “absolute funding priority,” “local educational agency,” “community-based organization,” and “competitive priority.” In addition, see Section III.A, *Instructions for Completing an Application and Checklist* for description of the “Memorandum of Understanding to be Considered for Competitive Priority.”

C. FUNDING

Grant awards to serve elementary and/or junior high/middle school students are available through two parts: core funding and optional direct grant funding. Core funding is available for after school or before and after school programs and is based on student attendance. Two optional direct grants are also available on a competitive and limited basis to those who are awarded a core grant. One direct grant offers the opportunity for funding assistance to provide equitable access to and participation in programs according to needs determined by the local community. The second offers the opportunity for funding assistance to program sites that identify a need to provide family literacy services to families of students participating in 21st CCLC Programs.

<i>Core funding:</i>

Community learning centers may apply for core funding based on student attendance to support:

- **An after school program only; or**
- **A before and after school program.**

Schools operating a before and after school program will be funded for each component, as described below.

Core funding is comprised of *base* and *supplemental* funding.

1) After School Programs

Base funding under a 21st CCLC grant for **after school programs** will be funded at \$5 per day for each participating student, with a maximum of \$75,000 for elementary schools served, and \$100,000 for middle and junior high schools served. For larger than average size schools, these amounts may be increased up to twice these limits, using the formula below. (To obtain school enrollment for public schools, refer to the California Basic Education Data System (CBEDS) available at www.cde.ca.gov/dataquest. To obtain school enrollment for private schools, refer to <http://www.cde.ca.gov/PrivateSchools>).

For elementary schools, multiply \$75 by the number of pupils enrolled at the schoolsite for the normal school day program that exceeds 600.

For middle schools, multiply \$75 by the number of pupils enrolled at the schoolsite for the normal school day program that exceeds 900.

Supplemental after school funds may be provided to operate a program during any combination of non-school days including weekends, holidays, summer, or intersession recess periods. These grants will also be funded at the same rate of \$5 per day for each participating child up to a maximum of 30 percent of the after school base grant amount.

2) Before School Programs

Before school programs will receive *base* funds of up to \$3.33 per day for each student participating in a program. A program's actual before school component funding rate will be calculated by multiplying \$3.33 by the number of minutes the before school program operates per day, divided by 120, which provides the program's funding rate per child, per day.

Example: A before school program component operates for 90 minutes per day
 $\$3.33 \times 90 \text{ minutes} \div 120 = \2.50 (program's daily funding rate)

Each program will state the number of minutes that the before school component will operate. Programs must adhere to the approved minutes for the before school component (calculated as described above), and will not be able to adjust the amount of minutes the before school program is in operation throughout the duration of the grant. In other words, a program can only be funded for the number of minutes of operation applied for and approved, as long as the program operates a minimum of an hour and a half, a maximum of two hours, or any increment in between.

Before school program funding is subject to a maximum of \$25,000 annually for elementary schools, and \$33,000 for middle and junior high schools. For larger than average size schools, these amounts may be increased up to twice these limits, using the formula below. (To obtain school enrollment for public schools, refer to the CBED data available at www.cde.ca.gov/dataquest. To obtain school enrollment for private schools, refer to <http://www.cde.ca.gov/PrivateSchools>).

For elementary schools, multiply fifty dollars (\$50) by the number of pupils enrolled at the school site for the normal school day program that exceeds 600.

For middle schools, multiply fifty dollars (\$50) by the number of pupils enrolled at the school site for the normal school day program that exceeds 900.

Supplemental before school funds may be provided to operate a program during any combination of non-school days including weekends, holidays, summer, or intersession recess periods. These grants will also be funded at the same rate as the before school *base*, up to \$3.33 per day for each child participating, and for a maximum of 30 percent of the before school base grant amount.

- ***Core funding for each grant will be allocated in annual increments for a period not exceeding five years. The first year grant award of core funding will be based on achieving at least 70 percent of the proposed student attendance during the period of time the program is open and operating to serve students. The second year core funding will be based on achieving at least 85 percent of the proposed student attendance for a full year of operations. Each subsequent year of core funding must be based on achieving 100 percent of the proposed student attendance for a full year of operations.***

<i>Direct grant funding:</i>

Two optional direct grants are available on a competitive and limited basis statewide as follows:

1) Direct Grants for Access:

- \$2,890,000 is available statewide to fund new direct grants of up to \$25,000 per program site (regardless of number of schools served at the program site) per year for providing equitable access to and participation in programs according to needs determined by the local community.

2) Direct Grants for Family Literacy Services

- \$840,000 is available statewide for new programs serving elementary and middle school students to fund direct grants of up to \$20,000 per program site (regardless of number of schools served) per year for providing family literacy services based on need.

Consistent with the local partnership approach inherent in the intent of the 21st Century Community Learning Centers Program, these direct grants are intended to provide additional assistance to programs, and not necessarily to fund the full anticipated costs of these services. The designated representative for the applicant is required to certify that an annual fiscal audit will be conducted. In addition, applicants will be required to provide an assurance stating that the funds were expended only for those services and supports for which they were granted. Award of these direct grants will be based on a justification for specific uses. Annual budget reports are required detailing expenditures related to the direct grant funds, and CDE has the authority to withhold funds in subsequent years if direct grant funds are expended for purposes other than as awarded.

Minimum Grant Awards for Both Core and Direct Grants

The minimum grant awarded will be \$50,000 per program site per year. This \$50,000 can be comprised of any combination of the funding elements.

D. TERMS OF THE GRANT

Program Components

All grantees are required to provide an academic assistance component and an educational enrichment component. In addition, applicants must address the needs of family members of students participating in a 21st CCLC Program through a Family Literacy component.

Academic Assistance Component

The academic assistance component must incorporate a broad array of activities that are designed to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading, mathematics, and science. Examples of such activities and programs include, but are not limited to, the following:

- Remedial education activities;
- Reading and language arts activities;
- Mathematics and science education activities;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that emphasize language skills and academic achievement for limited English proficient students;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Entrepreneurial education programs;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement.

Educational Enrichment Component

The educational enrichment component must offer an array of additional services, programs, and activities that reinforce and complement the regular academic program of participating students. Examples of such activities include, but are not limited to, the following:

- Youth development;
- Arts and music education activities;
- Recreational activities;
- Technology education;
- Drug (including tobacco use) and violence prevention programs;
- Counseling and character education programs;
- Other learning support opportunities such as service-learning, mentoring, and coordinated school health.

Family Literacy Services Component

Applicants must assess the need for literacy services among the adult family members of the students who are expected to participate in the 21st CCLC Program. Applicants who identify such a need and certify that existing resources such as, but not limited to funding for Title III federal programs, Proposition 227, adult education, community college, Even Start, and the Workforce Investment Act are not available and/or sufficient to serve those families, may apply for a direct grant to provide family literacy services to the adult family members of participating students.

Family literacy services are defined as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: (1) interactive literacy activities between parents and their children; (2) training for parents regarding how to be the

primary teacher for their children and full partners in the education of their children; (3) parent literacy training that leads to economic self-sufficiency; and (4) age-appropriate education to prepare children for success in school and life experience. Item (4) is expected to be satisfied through the after school or before and after school components of the 21st CCLC Program. Examples of family literacy services that may be funded using 21st CLCC funds include, but are not limited to, the following:

- Reading and literacy classes that support and strengthen reading, writing, speaking, and listening skills;
- Adult education classes;
- GED completion classes;
- English language literacy classes;
- Employment and interview support classes; and
- Expanded library service hours.

Program Site Eligibility

The program site is the physical location at which the 21st CCLC Program activities and services will be provided. One program site may serve students from more than one school. The program site must be a safe and easily accessible facility. The program site may be either:

- An elementary or secondary school, *or*
- An alternate facility that is at least as available and accessible to the participants as if the program were located in an elementary or secondary school.

Note: “Elementary school” and “secondary school” are defined in the No Child Left Behind Act as any “nonprofit institutional day or residential school, including a public charter school, that provides elementary or secondary education, as determined under State law.”

Applicants proposing to provide services through the 21st CCLC grant must provide documentation that:

- The applicant, school(s) participating in the application, and LEA (if involved in the application) are in agreement about the proposed program site;
- If an off-campus program site is proposed, the program location will be at least as available and accessible as it would be if it were located at the school site;
- There is a clearly defined plan of communication between the program site and the school(s), including the alignment of the academic assistance component; and
- Safe transportation between the school and the alternate site will be provided.

Applicants providing programs at locations other than school sites may be required to secure a license. The California Department of Social Services (CDSS), Community Care Licensing Division (CCLD), has responsibility for licensing Child Care facilities under authority of the California Health and Safety Code (Sections 1596-1597, et. seq.) and to enforce minimum standards contained in Title 22, Div. 12, California Code of Regulations. Please refer to the Community Care Licensing Division’s Web site at http://cclld.ca.gov/docs/attachments/childcare_rolist.pdf for more information.

Scope of Operation

All California 21st CCLC serving elementary and/or junior high/middle school students must:

- Operate after school programs at least three hours per day, beginning when school dismisses;
- Operate five days per week during the regular school year; and
- Offer a daily, nutritious snack that meets the requirements of the USDA National School Lunch Program for meal supplements.

All California 21st Century Community Learning Centers proposing to provide a before school program must:

- Operate the before school program at least 90 minutes per day ending just before school begins;
- Operate five days a week during the regular school year; and
- Offer a daily, nutritious breakfast that meets the requirements of the USDA School Breakfast Program.

California 21st Century Community Learning Centers Programs that operate on non-school days will be required to operate for at least three hours, and to offer a daily nutritious breakfast and/or snack that meets the USDA requirements.

Program Attendance Requirements

Each program's local collaborative partners will determine required attendance patterns for the after school or before and after school programs. Based on experience and research, the California Department of Education recommends that programs require elementary student attendance every day and middle school student attendance at least three days per week of the five-day program.

Experience & Practice

An analysis of state and local evaluations of the After School Learning and Safe Neighborhoods Partnerships Program or ASLSNPP (now known as the After School Education and Safety Program) demonstrates that the largest gains in attendance and achievement is typically among those students who participated at the highest level, referred to as "higher dosage" participants. For the past three years, the statewide and local evaluations of the ASES Program have demonstrated a range of positive effects and are consistent with studies of after school programs conducted over the past decade across the nation.

Award Duration

California will offer a five-year grant period comprised of five, one-year grant awards. Following the five-year period, former California-awarded 21st CCLC grantees that have satisfied programmatic and fiscal requirements issued by the CDE may apply for continued funding through a new grant cycle application. However, this will be a competitive grant process, and continuation funding is not assured.

Sustainability Plan

Grantees will not be required to provide a budget match, and applicants are discouraged from proposing to charge fees. However, all applicants are expected to identify and engage collaborative partners that can contribute to the sustainability of the community learning center after the five years of grant funding cease. Applicants are required to provide a preliminary Sustainability Plan documenting that a committed, collaborative partnership has been developed. The plan must include a specific description of the investments and commitments that each

partner plans to make in the community learning center and the associated timeframes for securing each contribution.

Staffing Requirements

Consistent with requirements for the state-funded After School Education and Safety program, CDE requires that all 21st CCLC Program staff members employed by school districts who directly supervise students meet at least the minimum qualifications for an instructional aide in the school district.

Federal legislation does not require tutors or teachers who provide academic enrichment or tutorial services under the 21st CCLC Program to have specific qualifications. However, specific paraprofessional qualifications do apply to LEA employees with instructional duties in 21st CCLC Programs that 1) share funding with Title I-funded programs, and/or 2) are part of the Title I schoolwide program. A paraprofessional is defined as an individual, who is hired by an LEA, provides instructional support, has earned a secondary school diploma or its equivalent, and meets one of the following:

1. Has completed at least two years of study at an institution of higher education;
2. Has obtained an associate's or higher degree;
3. Has met a rigorous standard of quality and can demonstrate – through a formal state or local academic assessment – knowledge of, and the ability to assist in instructing, as appropriate, a) reading/language arts, writing, and mathematics; or b) reading, writing, and mathematics readiness (20 US Code, Section 6319).

Paraprofessional requirements for staff hired by an LEA do not apply if the after school program 1) is not funded with Title I funds, and/or 2) it is not part of the Title I schoolwide program. Employees who are contracted or employed by agencies other than an LEA that provide 21st CCLC services are not required to meet paraprofessional qualifications.

Professionals who provide translation or parental involvement services must have a high school diploma, but are not required to meet any further qualification requirements. In addition, if the 21st CCLC Program uses senior volunteers, they must be appropriately qualified to serve as volunteers, and grantees will be required to describe the minimum qualifications in the grant application.

Experience & Practice

Employing a highly qualified staff is critical to success. 21st CCLC Program applicants must establish minimum qualifications for each staff position. CDE advises 21st CCLC Program providers to follow the ASSES Program staffing guidelines concerning paraprofessional requirements for program staff not required to satisfy the requirements of 20 US Code, Section 6319. These guidelines (below) are found in CA. Education Code Section 8483.4.

- All staff members who directly supervise students meet at least the minimum qualifications for an instructional aide in the school district;
- The administrator must ensure that the program maintains a student-to-staff ratio of no more than 20 to 1. A lower student-to-staff ratio is allowable and may be achieved with a cadre of trained volunteers and other strategies.
- The principal of each participating school must approve the selection of the before and/or after school program site supervisors;

- | |
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| <ul style="list-style-type: none">- All program staff and volunteers are subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district. |
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Reporting Requirements

Applicants awarded 21st CCLC Program grants are required to provide annual fiscal and evaluation reports to the CDE. Grantees will receive a supplemental budget packet that details fiscal and attendance reporting requirements with the grant award package.

Evaluation/ Program Accountability Requirements

All 21st CCLC Program grantees will be responsible for fulfilling the two evaluation requirements:

1. Plan and conduct a comprehensive, rigorous local evaluation of program effectiveness. Grantees will be expected to use the evaluation results to refine, improve, and strengthen the program, and to make the evaluation results available to the public, upon request.
2. Submit requested annual outcome-based data to the CDE, including measures for academic performance, attendance, and behavioral changes, including:
 - Student level data from the annual Standardized Testing and Reporting (STAR) program. Schools that do not participate in STAR (i.e., private schools) must state what alternative methods they will use to document students' academic achievement and how those alternative methods are comparable to the STAR program.
 - Student level data regarding the attendance in the regular school day program and in the after school or the before and after school program (including Saturday, summer, and holiday attendance).
 - School and program level data from the California Healthy Kids Survey (CHKS). Private schools that do not participate in the CHKS must state what alternative methods they will use to document positive behavioral changes and how those alternative methods are comparable to the CHKS.
 - Qualitative data describing the program including operational changes, staffing, and a discussion of how the program is meeting its objectives as stated in the application.

<h3><i>Experience & Practice</i></h3>
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<p>Good evaluations start with a set of important questions that can be answered during the actual evaluation. In large part, those questions may be determined through a careful analysis of the goals of the program. For example, improving academic achievement is, by statute, a mandatory goal. Each goal should have specific indicators that are measurable and that can be assessed repeatedly over time to track progress. An indicator for improving academic achievement, for example, may be students' reading grades. Once the goals and indicators have been framed, grantees should identify data sources available for the indicator. For reading grades, the source may be report cards or test scores because they are a quantifiable indicator for success. The resources listed below will be a great help in planning your local evaluations.</p>

After School Online Center, developed by the Collaborative After School Project offers valuable program evaluation and program management help for after school programs. The Center can be accessed at <http://www.csupomona.edu/~ceis/casp/index.html>.

Audit Requirements

All eligible entities that receive and expend funds under the 21st CCLC Program must obtain an annual audit (Education Code Sections 8448, 8484.8, 33420, 33421, and 41020). Specific audit and audit reporting requirements are described in Section III.C. Form D, *Assurances and Agreements Required of All Applicants*.

E. HOW FUNDING MAY BE USED

21st Century Community Learning Center grant funds are awarded on a competitive basis for a five-year grant period that is comprised of five, one-year grant awards.

Grant awards to serve elementary and/or junior high/middle school students are available in two parts: core funding and optional direct grant funding. Core grant funds may be used for staff, materials, services, training, equipment, supplies, evaluation, facilities, or other purposes, except as specifically limited by the statute or by CDE.

Optional direct grant funds available are available on a limited and competitive basis, and are described in Sections D and E. These direct grant funds may only be used for the specific services and supports for which they are granted. Within this limitation, these direct grant funds may be used for staff, materials, services, training, equipment, supplies, or other purposes, except as specifically limited by the statute or by CDE.

Grantees that are local educational agencies are permitted a certain amount of flexibility in their use of program funds, as follows:

- *Consolidation of Local Administration Funds*
With approval from the California Department of Education (CDE), LEAs may consolidate administrative funds with any other administrative funds available from NCLB programs, consistent with the administrative provisions established for each program. Such consolidation may enhance the effective and coordinated use of administrative funds under the consolidated programs.
- *Schoolwide Programs*
LEAs are permitted to consolidate and use funds under Part A of Title I together with 21st CCLC and other NCLB program funds received at the school to upgrade the entire educational program of a school that serves an eligible school attendance area. However, schools remain responsible for implementing activities for which they received the 21st CCLC award.
- *Rural Education Initiatives*
LEAs eligible for the Rural Education Achievement Program (REAP) may use their “applicable funding” [funds received under the Improving Teacher Quality State Grants (Title II, Part A), Educational Technology Formula Grants (Title II, Part D), State Grants for Innovative Programs (Title V, Part A), and Safe and Drug-Free Schools and Communities (Title IV, Part A)], to carry out activities authorized under the California 21st Century Community Learning Centers Program.

Grant Budget Restrictions

The following grant budget restrictions apply.

- Attendance requirements for core funding apply to the before school program and after school program independently, and CDE will require separate attendance reporting for each. Further, attendance requirements for base and supplemental funding will require separate attendance reporting. Therefore, attendance may not be transferred or combined between either the before school and after school program components or the base and supplemental funds.
- The 21st Century Community Learning Centers Program is intended to serve as a supplementary program that can enhance an LEA's reform efforts to improve student academic achievement and help students perform well on local and State assessments. CDE strongly encourages local programs to identify other sources of related funding and to describe in the 21st CCLC grant application how all of these resources will be combined to offer a high-quality, sustainable program. Each grant application must identify federal, State and local programs that also offer after school services to the same school population and describe how they will be combined or coordinated with the proposed program to make the most effective use of public and/or private resources. The 21st CCLC Program funds may not be used to supplant Federal, State, local, or non-Federal funds.

Experience & Practice

Title I funds, in concert with the 21st CCLC Program funds, can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided. 21st CCLC Program funds can also meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children. Local 21st CCLC Programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

Other federal programs can also complement local 21st CCLC Programs. Many current programs are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service for "Afterschool Snacks," and in some cases to provide supper to young children. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with 21st CCLC Programs to serve children outside of the regular school day. In no case, however, may 21st CCLC funds be used to supplant other Federal, State, local, or non-Federal funds.

- Indirect costs (i.e., organization-wide general management costs such as accounting, personnel, purchasing, etc.) for the 21st CCLC grant program may be claimed **in an amount up to, but not to exceed**, a dollar amount arrived at by multiplying the total expenses in budget line items 1000-5999 times: 1) the grantee's restricted indirect cost rate (as outlined below), or 2) 5 percent, **whichever is less**. (Note: Expenses in the 6000 line item are not part of a restricted indirect cost rate determination and are not eligible for reimbursement of indirect costs.)

- To claim indirect costs, a grantee must have an indirect cost rate that has been calculated using the federal restricted rate methodology. For 21st CCLC indirect cost purposes, grantees will determine their indirect cost rate – **subject to the 5 percent limitation noted above** – using one of the following guidelines:
 - *Local educational agencies-* LEA restricted indirect cost rates are approved annually by the CDE and posted to the Department's Web site at <http://www.cde.ca.gov/fiscal/financial/icr.htm>.
 - *Non-LEAs Receiving Direct Federal Grants or Contracts.* Non-LEAs that are the recipient of other direct Federal grants or contracts will usually have a restricted indirect cost rate approved by the Federal Government. Grantees should be prepared, if requested by CDE, to provide evidence of the Federally approved rate.
 - *Other Grantees.* 21st CCLC grantees that are not LEAs and that do not have a Federally approved restricted indirect cost rate may, for administrative expediency, be assigned a rate that represents the average restricted rate approved for LEAs during the award period. Under these guidelines, the average restricted rate calculated for fiscal year 2003-04 is 5.70 percent (21st CCLC limits the use of this rate to 5 percent). Average restricted rates for subsequent fiscal years will be posted annually, usually in early spring, to the CDE Web site referenced above.
- In cases where organizations have jointly submitted applications, the restricted indirect cost rate of the fiscal agent organization should be used.

- When budgeting for indirect costs in a multi-year grant, grantees should use their most recently approved restricted indirect cost rate or 5 percent, whichever is less. The actual claiming of indirect costs, such as in financial reports at the end of each fiscal year, must be done using the restricted indirect cost rate approved for that particular period, subject to the 5 percent limitation.
- Indirect costs under 21st CCLC are considered part of administrative costs. The two together cannot exceed 15 percent of the grant amount annually.
- An organization that receives a 21st CCLC grant may use the 21st CCLC funds for allowable costs only during the grant award period.
- Under the 21st CCLC Program, grantees may carry over unobligated, earned core 21st CCLC funds, provided that each participating program site named in the application is making substantial progress in implementing its 21st CCLC Program and all fiscal and evaluation reports have been submitted. CDE will conduct an annual review to determine whether sufficient progress is being made. If CDE determines that a grantee is not making substantial progress at one or more schools/sites and decides not to award the grantee all or part of the grant funds for the subsequent grant year, then CDE may redistribute any unobligated funds to other participating LEAs.
- Unexpended direct grant funds may not be carried forward to subsequent fiscal years.
- CDE discourages applicants from proposing to charge fees although community learning center programs and services funded through 21st CCLC funds are not required to provide services free of charge. Program services must be equally accessible to all students targeted for services, regardless of their ability to pay.

Programs that charge fees may not prohibit any family from participating due to its financial situation. Programs that charge fees must offer a sliding scale of fees and scholarships for those who cannot afford to participate, and any income collected from fees must be used to fund program activities specified in the grant application.

- 21st CCLC grant funds must supplement, not supplant, existing services. Programs are prohibited from using 21st CCLC grant funds to pay for existing levels of service funded through any source.

Overpayment Process

If the 21st Century Community Learning Center receives excess funds in any fiscal year due to serving fewer students than the minimum planned or inappropriately uses grant funds, the CDE will reduce any subsequent allocations by an amount equal to that overpayment. If the community learning center stops program operation, the CDE will bill the 21st Century Community Learning Centers Program grantee for the amount of the overpayment. If payment is not received within three months of the billing invoice date, an amount equal to the overpayment shall be withheld from the next principal apportionment to the agency. For agencies other than LEAs, the CDE will bill the agency for the amount of the overpayment and pursue appropriate legal remedies if not paid.

F. APPLICATION REVIEW AND GRANT AWARD PROCESS

Screening Process

The application review and grant award process begins at CDE with the careful screening of each application received by the deadline. Applications will be initially screened to ensure that the applicant agency is an eligible entity and that the student population to be served satisfies the absolute funding priority, as described in Section II.B, *Prioritized Eligibility for Funding*. CDE staff will examine Form D for all appropriate signatures to ensure that the applicant agency has agreed to fulfill the obligations associated with the grant and provide an assurance of sufficient fiscal resources to start and continue operating the program in the absence of State funds for a period of three months.

Next, applications will be screened for capacity to administer the program, as follows:

- Applications from agencies and organizations other than an LEA, city, or county will be screened based on:
 - Previous experience with grant funding at the city, county, state and/or federal level;
 - Evidence of a clear and documented plan of communication and linkage with the public or private school the students attend.
- Federally administered 21st CCLC grantees whose programs have ceased operation will be screened for clear evidence that the goals set in the previous 21st CCLC grant were achieved.
- Currently funded 21st CCLC or After School Education and Safety Program grantees will be screened for:
 - Evidence of achievement of the goals set in the current program;
 - Program attendance levels in the 2002-2003 year,
 - ASES Program recertification status.

Finally, all proposals will be screened for compliance with each requirement specified in the RFA. Excess narrative and/or attachments will be flagged and stapled to ensure that readers cannot read these pages. (See Section III, *How to Apply for Funding* regarding format.) CDE reserves the right to disqualify applications that do not:

- Include all required sections of the proposal;
- Include the original signatures of the superintendent of the participating school district for public schools to be served, the principal of each participating public or private school, and the authorized representative of the agency submitting the application (if different); and
- Comply with the requirement that proposals be postmarked or received by March 3, 2004.

Only applications that satisfy all of the criteria in the screening process described above will be forwarded to the 21st Century Community Learning Centers Readers' Conference for scoring.

Criteria and Scoring System

The initial ranking of applications will be conducted by community representatives including city and county staff, teachers, administrators, board members, parents, staff of children's service groups, before and after school program providers, private and community-based organizations, faith based organizations, and CDE staff. All representatives will receive intensive training and then review and score applications at the 21st CCLC Readers' Conference.

Each application will be reviewed and rated on its own merits against a common standard: The scoring criteria defined in the rubric(s). The key concepts of the 21st CCLC Program, as described in this RFA, form the basis for the scoring criteria. This scoring rubric sets out four possible scale points for describing how well an application reflects essential traits. Readers use the descriptions to score each section for the application, and then the four sections are totaled. CDE reserves the right to require a score of "6" or "8" on elements of the rubric concerned with programmatic components. Readers will also determine which applications have successfully satisfied the competitive priority criteria.

Selecting Applications for Grant Awards

In recommending grant applications for funding, priority will be given to quality applications (i.e., those scoring 30 points or higher out of a possible 40 points, with at least 6 or 8 points for the programmatic components) and those that have satisfied the criteria for competitive priority. Those applications that fully satisfy the competitive priority criteria will be separated from the rest and arrayed in descending order of scores. Applications that did not seek or did not satisfy the competitive criteria will also be arrayed in descending order of scores.

Grants will be recommended for award beginning with the highest scoring applications that have fully satisfied the competitive priority. This process will continue through the descending scores until all applications scoring at least 30 points (or as many applications as can be funded, given available funding) have been awarded. Once this process is complete, if there is still available funding, applications that did not satisfy the competitive priority will be recommended for funding beginning with the highest scoring applications first.

Finally, the Deputy Superintendent of the Curriculum and Instruction Branch at CDE will select the applications for funding, based on the recommendations of the 21st Century Community Learning Center Program grant application reviewers.

Determination of Award Amounts

Successful grant applications will be funded at the level requested if the program application is well justified and the budget submission is realistic and well supported. However, CDE reserves the right to fund applications at a lesser amount if the application can be implemented with less funding. Furthermore, if funding is not sufficient to fully fund all applications that merit award, CDE reserves the right to fund applications at a lesser amount or to prioritize funding of those applications.

Statutes require that grants be distributed equitably to applicants in northern, central, and southern California, and in urban, suburban, and rural areas, to the extent possible.

Award Notification

Notification of awards will be made in writing to applicants on or before **May 5, 2004**, and posted on the CDE after school Web site, at <www.cde.ca.gov/afterschool/>. **CDE staff will be unable to respond to telephone calls regarding grant awards until May 6, 2004.**

Appeal Process

Applicants who wish to appeal a grant award decision must submit a letter of appeal to the California Department of Education (CDE), After School Partnerships Office, 1430 N Street, Suite 6408, Sacramento, CA 95814. **The letter of appeal, with an original signature by the authorized person who signed the application, must be received by May 19, 2004.**

Appeals shall be limited to the grounds that CDE failed to apply correctly the standards for reviewing the applications as specified in this RFA. The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. Incomplete or late appeals or appeals that only refute the readers' comments (which are provided for technical assistance alone) will not be considered.

The application will be re-evaluated by CDE staff or designees. The final decision will be made in writing by the Deputy Superintendent of Curriculum and Instruction Branch by **June 10, 2004**. That decision shall be the final administrative action afforded the appeal.

III. HOW TO APPLY FOR FUNDING

A. Instructions for Completing an Application

1. DUE DATE

Applications must be received or postmarked by the U.S. Postal Service, United Parcel Service (UPS), Federal Express, etc., to the CDE, After School Partnerships Office on or before March 3, 2004.

2. APPLICATION PACKAGE CHECKLIST FOR YOUR USE.

This checklist (continued on next page) must be submitted with the application, and items must be submitted in the following order.

Core Grant Materials (Required of all Applicants):

- ☐ 21st Century Community Learning Centers Program Application for Core Funding (Forms A1, A2, A3, and B) ***Authorized* signature required.***
- ☐ Drug Free Workplace Certification (Form C) ***Authorized* signature required.***
- ☐ Assurance and Agreements (Form D) ***Authorized* signature required.***
- ☐ Collaborative Signatures (Form E)
- ☐ 21st CCLC Core Grant Application Budget (Forms F1, F2, G1, G2)
- ☐ Budget Narrative for Core Grant (3-page maximum)
- ☐ Program Narrative for Core Grant (20-page maximum if requesting less than \$2 million in core grant funding; 30-page maximum if requesting \$2 million or more in core grant funding)
- ☐ Attachments (10-page maximum) ***Table of Contents required.***
- ☐ Memoranda of Understanding (No page limitation) ***Table of Contents required. Must include "Memoranda of Understanding to be Considered for Competitive Priority," if applicable.***

Optional Direct Grant Materials

1. Direct Grant for Access:

- ☐ Application for funding (Form H)
- ☐ Narrative Justification/Specific Uses (3-page maximum)
- ☐ Budget Form (Form I)
- ☐ Budget Narrative (1-page maximum)
- ☐ Additional Assurances (Form J)

2. Direct Grant for Family Literacy Services:

- ☐ Application for funding (Form K)
- ☐ Narrative Justification/Specific Uses (3-page maximum)
- ☐ Budget Form (Form L)
- ☐ Budget Narrative (1-page maximum)
- ☐ Additional Assurances (Form M)

* *Persons authorized to submit an application include: 1) superintendent of a county office of education or local school district, 2) superintendent of a county or city or county/city agency, 2) authorized representatives of community-based organization, faith based organization, or another public or private entity, including a private school, and 3) authorized representatives of a consortium of two or more such agencies, organizations or entities.*

3. CORE GRANT APPLICATION NARRATIVE

Refer to Section III B for information on the grant narrative, budget, and scoring criteria.

The narrative for grant applications must be single-sided, and written on 8-1/2" by 11" pages (not including required budget forms, other required documentation forms, memoranda of understanding, sustainability plan and attachments). The narrative is limited to twenty (20) pages for applicants requesting less than two million dollars in core grant funding, or thirty (30) pages for applicants requesting two million dollars or more in core grant funding. Pages should be clearly numbered. If the number of pages exceeds the maximum limit, the extra pages will not be read or scored.

Please note the following formatting and stylistic requirements: Top, bottom, left, and right margins must be 1-inch minimum. Use only a 12-point font that does not exceed 6 lines per inch. Note that charts or other graphic displays need not be consistent with these requirements. Make sure your application is readable; you may not use a compressed, narrow, or script font. During the screening process, these requirements will be applied to those applications not in conformance and a determination made as to where the application exceeds the maximum length. Applications will not be read beyond that point for scoring purposes.

4. ATTACHMENTS AND MEMORANDA OF UNDERSTANDING

You may attach documents that support the narrative, not to exceed 10 pages. If documents are printed back-to-back, each side will be counted as one page. Attachments that are a continuation of the narrative will not be considered. Please identify each attachment (e.g., "Parent Letter," "Program Effectiveness Data," "Organization Chart") in the upper right-hand corner. All attachments and letters of support must be submitted in English or include a translation into English. [If original and translation are provided, they will be counted as the same page(s) if the English version is clearly marked "translation" in the upper right-hand corner.] A table of contents for the attachment section is required and not included in the 10-page count. Note: Letters of support are not evidence that organizations or LEAs have been substantially involved in the design of the program and will not be accepted as evidence of the competitive priority.

You may also provide Memoranda of Understanding (MOUs) describing the commitments of local collaborative members and partners. MOUs are not included in this 10-page limitation and may be two-sided. Though not legally binding, MOUs need to clearly describe the specific commitments of staff, services, facilities, equipment, and roles to be played in the delivery of services, or resources provided by each partner, including estimated monetary value. If an LEA is involved in the application (either as the applicant agency or as a collaborative partner), the commitments, responsibilities, and involvement of the LEA must be documented in a MOU. A table of contents for the MOU section is required.

Note: Applicants asserting that their applications satisfy the competitive priority must check the appropriate box on Form A1 *and* provide an "MOU to be Considered for Competitive Priority" that documents how the application fully satisfies the competitive priority criteria. This MOU must be labeled "MOU to be Considered for Competitive Priority" and should:

- Indicate how the student population to be served satisfies the competitive priority, and

- Identify the key collaborative partners’ specific contributions, roles, and responsibilities, and indicate how they are critical to:
 - Planning/design of the proposed program,
 - Delivery of services,
 - Shared resources,
 - Involvement in program management or oversight, and
 - Sustainability beyond the five years of grant award funding.

Please see Section IV, *Glossary: Key Terms and Concepts Associated with 21st CCLC Programs* for detailed definition of “competitive priority” and Section II.B, *Prioritized Eligibility for Funding*.

All attachments and MOUs must be included in the application to be considered in the review process. CDE cannot add items to the applications received, nor can CDE remove items from the applications received. If any adjustment to the application is needed, you may replace the *entire* application with another complete application *prior* to the due date.

5. APPLICATION PREPARATION AND SUBMISSION

Provide the original and TWO (2) copies of each application. Please reproduce copies on white paper. Staple the application together; do not use binders, folders, sleeves, or cover letters.

6. APPLICATION SHOULD BE DELIVERED OR MAILED TO:

**After School Partnerships Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814**

B. 21st CENTURY COMMUNITY LEARNING CENTERS CORE GRANT NARRATIVE

All applications will be held to the same standard and evaluated according to the same scoring rubric. Where particular data elements, standards, or measures used only by public schools are referenced in the narrative instructions or elsewhere in the RFA, applicants proposing to serve private school students should:

- Acknowledge that they do not use or have access to the item specified,
- Propose a comparable alternative and explain why/how it is comparable, and
- Respond fully to the same question or request for information/data, referencing the proposed alternative.

If any of the application sections or requested information can be provided using specific, pertinent sections from an existing planning or reform process, applicants may use this information. Assume the readers are not familiar with your program, community, and acronyms.

For those applicants requesting less than two million dollars in core grant funding, submit a narrative of no more than twenty (20) pages. For those applicants requesting two million dollars or more in core grant funding, submit a narrative of no more than thirty (30) pages. See Section III A for specific requirements of the application. Please respond to the following in your narrative:

1.A. Assessment of Needs and Strengths

A comprehensive assessment of needs and strengths is a critical first step in establishing locally relevant and highly effective 21st CCLC Programs. This step is the beginning of a systemic approach to determining the need for an after school, before and after school, and non-school day program (i.e., weekends, holidays, summer, or intercession recess, if applicable). It is also the basis for identifying the best program approaches to address that need. Current data should be gathered by multiple methods, from a variety of sources, and from a wide range of stakeholders.

Document the need for the after school, before and after school, or non-school day program for the students you intend to serve. Describe how the needs and strengths of your community were assessed, using state-validated data from the schools you intend to serve whenever possible. Address the following:

- Document how your application proposes to satisfy the absolute funding priority. Your application may reference the Free/Reduced Lunch Rates and Students from Low Income Families Rates on Form F1.
Identify the schools eligible for Title I schoolwide programs and the total number of students who attend them, and/or
Identify the schools that serve a high percentage of students from low-income families and the total number of students attending those schools.

Note: For applicants documenting the need for a program to serve students in private schools that serve a high percentage of students from low-income families, you may use any one of the following processes to calculate and document the number of

students who are from low-income families (in accordance with No Child Left Behind, Section 1120):

- Use the number of students in schools in which at least 40 percent of the student population is eligible to receive free and reduced priced meals;
 - Use the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable;
 - Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area;
 - Use an equated measure of low income correlated with the measure of low income used to count public school children.
- Identify the total number of students below grade level;
 - Provide current data from the California Healthy Kids Survey (CKHSS), if available;
 - Provide current rates of juvenile crime;
 - Provide attendance rates or truancy rates;
 - Identify dropout rates or high school completion rates;
 - Provide an estimate of the unmet need for after school or before and after school programs;
 - Provide data from parent/community/student surveys and/or focus group discussions of perceived needs;
 - Identify the strengths and resources of the school community;
 - Briefly discuss your process for assessing needs and strengths concerning family literacy services and identify the results. If you are applying for a direct grant for family literacy services, you will be asked for additional information in a separate narrative dedicated to your proposal to provide the family literacy services.

1.B. Desired Outcomes for the Proposed Program

Effective after school programs can best be developed once the specific needs and strengths, resources or assets, and weaknesses or limitations inherent in a community are well understood. Address the following:

- Citing specific data and evidence from the assessment of needs and strengths, discuss the program goals identified for the proposed 21st CCLC Program. How will these program goals address specific needs and build on the strengths?
- Provide evidence of a collaborative planning process in the development of the proposed program components. The collaborative process should include representatives of participating schools, parents, students, community organizations, local governmental agencies, and the private sector in establishing program goals and in program planning.
- Describe how youth have been and will be involved in the design and implementation of your program.

1C. Program Description

Referencing the needs assessment and the desired results discussed in **1A** and **1B** above, describe in detail the proposed program for the after school, before and after school, and non-school day (if applicable). How will the proposed program support achieving these outcomes? Address the following program components:

- Discuss the strength of the planned academic assistance component, its alignment with students' regular day academic programs, and how it will support academic improvement to meet academic standards.
- Discuss the planned educational enrichment component, including its strengths, the variety of age-appropriate activities provided, and observance of the concepts of youth development/resiliency, and how it addresses additional areas identified by the needs assessment.
- Describe how the proposed academic assistance and educational enrichment program activities will meet the "principles of effectiveness" by demonstrating the following:
 - An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
 - Scientifically based research, where appropriate, that provides evidence that the program or activity will help students meet State and local student academic achievement standards in core academic subjects.
- Discuss the system developed to determine the need for family literacy services and the community learning center's plan to refer to or coordinate with existing services, based on the results of the family literacy needs assessment. Note: If you are applying for a direct grant for family literacy services, you will be asked for additional information in a separate narrative dedicated to your proposal to provide the family literacy services.

2. Description of Collaboration and Partnerships

Communities implementing a 21st CLC Program should build upon existing local collaboratives and connect with existing program strategies to provide a unified, integrated system of service for children and youth. In this section, describe your collaborative process and relationships. Identify the collaborative partners involved in developing, implementing, and providing ongoing/sustaining support to the 21st CCLC. Be certain to address the following in the description of your collaboration and partnerships.

- Identification of federal, State, and local programs that will be combined or coordinated with the proposed program to achieve the most effective use of public and other resources. (Applicants are reminded that grant funds may be used to supplement, not supplant, existing services. That is, programs are prohibited from using 21st CCLC grant funds to pay for existing levels of service funded through any source.)
- Description of the development and plans for the ongoing maintenance of a partnership between the participating schools, parents, students, local educational agencies, community-based organizations, and other public or private organizations (if appropriate) to support the implementation of the proposed program;
- Description of the collaborative's plan for continuing the 21st CCLC Program beyond the five-year period of annual grant funding. The Sustainability Plan should demonstrate a sound and realistic approach to sustaining the community learning

center after State funding ceases, and should identify contributing collaborative partnerships that have been developed in the community, as well as the proposed governance structure established to guide the community learning center's interactions with the collaborative partners. The plan should include a specific description of the investments that each partner plans to make in the community learning center and the associated timeframes for securing each contribution. Commitments may include in-kind support, staff development, transportation, and cash commitments pledged by local partners such as cities, counties, school districts, community-based organizations, the business community, and private/community foundations.

Reminders: Members of your collaborative must sign Form E. The principals of all participating schools must also sign Form B, and school district/county office of education superintendents involved in the application must sign Form B.

3. Program Administration

In this section, describe your plans for establishing and managing the 21st CCLC in your community. Be certain to include:

- Identification of the applicant agency and description of qualifications, and relevant experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students. (Describe both grant management and programmatic experience);
- Documentation of the applicant partners' experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students;
- Description of program design and budget, which demonstrates that they are well connected and highly cost-effective;
- Identify any federal, State, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources;
- Description of the effective, evidence-based, and varied activities to be provided;
- Description of the program site, and your assurance (as well as reason for concluding) that the program will take place in a safe, easily accessible facility;
- Description of how you will disseminate information about the program to the community (including program location) in a manner that is clear, understandable, and accessible;
- Description of how students will travel safely to and from the program and home, if program activities are offered off the school site;
- Description of a plan for both the ongoing, thorough assessment of staff development strengths and needs for all service providers (paid and volunteer) and the delivery of staff development training/services;
- Description of proposed program staffing, minimum qualifications, and student to staff ratios;
- Description of plan to involve and communicate with regular teaching and support staff; and
- Description of how qualified senior volunteers will be used, if the applicant intends to do so.

4. Evaluation/ Program Accountability

California will require all 21st CCLC Program grantees to submit annual outcome-based data for evaluation, including measures for academic performance, attendance and behavioral changes. These measures must include but are not limited to the following:

- Student level data from the annual Standardized Testing and Reporting (STAR) program.
- Student level data regarding the attendance in the regular school day program and in the after school or the before and after school program (including Saturday, summer, and holiday attendance).
- School and program level data from the California Healthy Kids Survey (CHKS).
- Qualitative data describing the program including operational changes, staffing, and a discussion of how the program is meeting its objectives as stated in the application.

CDE requires all grantees and their collaborative partners to gather all achievement data necessary to evaluate the effectiveness of the proposed program. For programs serving public school students, the LEAs and schools must agree to provide the necessary data. For programs serving private school students, the private schools must agree to provide the necessary comparable data for private school students.

- Describe your plan for acquiring and reporting all required evaluation data to CDE.
 - Schools that do not participate in STAR (i.e., private schools) must state what alternative methods they will use to document the students' academic achievement and how those methods are comparable to the STAR program.
 - Private schools that do not participate in the CHKS must state what alternative methods they will use to document positive behavioral changes and how those alternative methods are equivalent to the CHKS.
- Describe how you will conduct a rigorous evaluation of program effectiveness on a local level.
- Describe how you will use local and state evaluation data to refine, improve, and strengthen your program.
- Describe your plan to publicize and make available your local evaluation report for the 21st CCLC Program.

5. Core Grant Budget

Use Forms A3, F1, F2, and G1 to provide separate annual program budgets for each applicable component of the budget, as follows:

Core funding – Prepare *one* program budget representing the base and supplemental grant components below that you are proposing.

For elementary and/or middle school programs:

- Base grant
 - After school funding
 - Before school funding, if applicable

- Supplemental funding of non-school days including Saturday, holidays, summer, or intercession recess programs, if applicable.
 - After school funding
 - Before school funding, if applicable

Please refer to Form G2 for a listing of the expenditure codes. For a detailed description of these expenditure classifications, refer to the California School Accounting Manual. (Available from the CDE Publication Sales Unit for \$29.95 each plus sales tax, shipping, and handling at 800-995-4099.)

See Section II E, *Grant Budget Restrictions* for a description of the indirect rate and other restrictions that apply to the use of grant funds.

The first installment grant payment will include start-up funds (comprised of fifteen percent of the first year of attendance-based core funding), and 90 percent of any awarded optional annual direct grant funds.

Applicants are encouraged to budget adequately to meet requirements for supporting staff development needs of program staff, including regional, state, and national trainings, as recommended by CDE. State and national trainings will be offered three times per year on average. In addition, applicants are encouraged to adequately budget to ensure availability of funds for conducting a comprehensive local evaluation and the provision of data for the statewide evaluation.

Applicants must verify on Form D (Assurances and Agreements) that 21st CCLC grant funds will be used to supplement, and not supplant, existing funds.

6. Budget Narrative for the Core Grant

Provide up to a three-page (3) narrative annual budget justification. Give specific information about roles, time base, and salary of the staff and consultants, equipment specifications and justification, a clear description of services to be purchased, etc. Applicants should provide an appropriate budget justification for local and state level evaluation needs. Explain how your budget reflects the requirement to supplement and not supplant funds. Identify any funding that will be contributed by collaborative partners on either an in-kind or cash basis, and be certain to explain how it will be used in your program. Private funds or in-kind contributions from other agencies demonstrate community support.

Scoring Criteria for 21st Century Community Learning Center Programs *Requesting Less Than Two Million Dollars In Core Grant Funding*

Application Score:	Effective Programmatic Components	(2-8 points)	Points
	Effective Collaboration and Partnerships	(1-4 points)	Points
	Program Administration	(1-4 points)	Points
	Capacity for Effective Evaluation	(1-4 points)	Points
TOTAL			

***Effective Programmatic Components: Academic Assistance, Enrichment, & Family Literacy Needs Assessment**

8 Points	6 Points	4 Points	2 Points
<ul style="list-style-type: none"> • Evaluation of plentiful, objective data very clearly defines the need for a before and/or after school program (may include Saturday, holiday and summer recess), evaluates community resources available, and convincingly documents how proposed program will address community needs (including needs of working families) • Thorough and effective development of all proposed program components, which demonstrates ongoing collaboration with the schools the students attend. • Thoroughly addresses academic improvement to meet State and local standards (for public schools) in core academic subjects and school/local academic standards (for private schools) and in any additional areas identified in assessment. • Activities thoroughly and effectively meet “principles of effectiveness” and are based on effective performance measures aimed at ensuring high-quality academic enrichment opportunities and scientifically based research. • Complete and effective system to determine need for family literacy services and other existing avenues to fill need. Effective proposed opportunities for services. • Provides students with a wide variety of interesting, age-appropriate enrichment and youth development activities very closely connected to needs & strengths assessment, and youth are thoroughly & actively involved in selection, design, implementation of activities. 	<ul style="list-style-type: none"> • Evaluation of adequate objective data defines the need for a before and/or after school program (may include Saturday, holiday and summer recess), some available community resources are evaluated, and addresses how proposed program will address community needs (including needs of working families) • Adequate development of all proposed program components, with plans to address ongoing collaboration with the schools the students attend. • Adequately addresses academic improvement to meet State and local standards (for public schools) in core academic subjects and school/local academic standards (for private schools) and in some additional areas identified in assessment. • Activities adequately meet “principles of effectiveness” and are based on performance measures aimed at ensuring high-quality academic enrichment opportunities and some research. • Adequate system to determine need for family literacy services and other existing avenues to fill need. Plan proposed to develop opportunities for services. • Plans to provide students with interesting, age-appropriate enrichment and youth development activities connected to needs & strengths assessment. Adequate youth involvement in selection, design, and implementation of activities 	<ul style="list-style-type: none"> • Minimal evaluation of strengths & needs includes evidence from few sources with little data for students to be served • Few program components connected to assessed needs and strengths, minimal plan to address collaboration with the schools the students attend. • Minimal plan to address academic improvement; few State and local standards in core academic subjects addressed for public schools and/or few school/local academic standards addressed for private schools.. • Activities minimally meet the “principles of effectiveness,” show some connections to classroom learning, but minimally address individual student's assessed needs • Minimal assessment to determine need for family literacy services, minimal plan to provide opportunities for service • Enrichment and youth development activities minimally connected to needs & strengths assessment, activities not age-appropriate, limited involvement of youth in selection, design, and implementation of activities. 	<ul style="list-style-type: none"> • Inadequate assessment of strengths & needs with few sources and no data for students to be served • Fails to connect results to needs , no plan to collaborate with the schools the students attend • Does not address academic improvement to meet State and local standards (for public schools) and/or school/local academic standards (for private schools) or improvement in areas identified in assessment • Inadequate connection to classroom learning and fails to address individual student's addressed needs • Inadequate assessment to determine need for family literacy services, inadequate opportunities for service • Enrichment and youth development activities not connected to needs & strengths assessment, activities not age-appropriate, no involvement of youth in selection, design, implementation of activities.

*Effective Collaboration and Partnerships

4 Points	3 Points	2 Points	1 Point
<ul style="list-style-type: none"> • Thorough and effective collaborative process and partnerships, which represent all relevant and committed key stakeholders from community (e.g., include parents, teachers, principals, students, and any relevant CBOs, public or private organizations; applications proposing to serve public school students include an LEA), builds upon existing collaboratives, connects existing program strategies and provides a unified, integrated system of service. • Thorough and effective use of public and/or private resources, combining or coordinating all relevant Federal, State and local programs. If other after school program(s) serve students in their school, effectively addresses coordination with those programs and additional services are supported by existing program. • Effective plans for maintaining and continuing to build partnerships among collaborative members to support program implementation. • Realistic, thorough, and effective Sustainability Plan with sufficient resources and partners in place at implementation, firm commitments of at least minimum support necessary, realistic budgetary projections, and contingency plans. 	<ul style="list-style-type: none"> • Adequate plan for a collaborative process and the creation of partnerships, which represent most relevant and committed key stakeholders from community. A plan to build upon existing collaboratives, and to connect with existing program strategies to provide a unified, integrated system of service. • Adequate plan for the effective use of public and/or private resources, combining or coordinating all relevant Federal, State and local programs. If other after school program(s) serves students in their school, identifies issues and plan for resolving them. • Adequate plans for maintaining partnerships and limited plans to continue building partnerships among collaborative members to support program implementation. • Adequate Sustainability Plan with resources and partners in place at implementation, commitments of at least minimum support necessary, preliminary budgetary projections, and contingency plans. 	<ul style="list-style-type: none"> • Minimal plan for a collaborative process and the creation of partnerships, representation of few relevant and committed key stakeholders from community. Inadequate plan to build upon existing collaboratives, and to connect with existing program strategies provide a unified, integrated system of service. • Minimal plan for the effective use of public and/or private resources, plan indicates minimal ability to combine or coordinate all relevant federal, State, and local programs including any existing after school program. • Minimal plan for maintaining partnerships and no plan for continuing to build partnerships to support program implementation. • Sustainability Plan demonstrates minimal resources and partners to sustain program, limited commitments of at least minimum support, partial budgetary projections, and contingency plans. 	<ul style="list-style-type: none"> • Inadequate or no plan for a collaborative process and the creation of partnerships, inadequate representation of relevant and committed key stakeholders from community. No plan to build upon existing collaboratives, and to connect with existing program strategies provide a unified, integrated system of service. • Described plan demonstrates an ineffective use of public and/or private resources, plan lacks the ability to combine or coordinate all relevant Federal, State and local programs. • No plan for maintaining or continuing to build partnerships to support program implementation. • No sustainability Plan or plan lacks resources and partners to sustain program, commitments of at least minimum support not evident, lacks budgetary projections or contingency plans.

*Program Administration

4 Points	3 Points	2 Points	1 Point
<ul style="list-style-type: none"> • Thorough and effective demonstration that applicant organization has considerable experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students. • Identification of effective, evidence-based, and varied activities to be provided. • Thorough and effective assurance that the program will take place in a safe and easily accessible facility. • Assurance that transportation issues associated with safe student travel to and from the program have been thoroughly and effectively addressed. • Effective and efficient plan for disseminating information about the program to the community in a manner that is understandable, accessible, and planned to increase program support. • Thorough and effective plan for program staffing with ongoing, high quality, relevant staff and volunteer development with active participation by after school staff. • Strong and effective involvement of, and communication with, regular teaching & support staff. • Thorough and effective description of how qualified senior volunteers will be used, if applicant intends to include them. • Program design and budget are well connected and highly cost-effective. 	<ul style="list-style-type: none"> • Adequate demonstration that applicant organization has experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students. • Identification of an adequate number of effective, evidence-based, and varied activities to be provided. • Adequate assurance that the program will take place in a safe and easily accessible facility. • Adequate plan that transportation issues associated with safe student travel to and from the program will be addressed • Adequate plan for disseminating information about the program to the community in a manner that is understandable, accessible, and planned to maintain program support. • Adequate plan for program staffing with ongoing, high quality, relevant staff and volunteer development with active participation by after school staff. • Adequate involvement of, and communication with, regular teaching & support staff. • Adequate description of how qualified senior volunteers will be used, if applicant intends to include them. • Program design and budget are connected and cost-effective. 	<ul style="list-style-type: none"> • Applicant organization has minimal experience or an unclear promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students. • Activities to be provided may not be effective (or minimally), evidence-based, and varied. • Minimal assurance that the program will take place in a safe and easily accessible facility. • Transportation issues associated with safe student travel to and from the program minimally addressed • Minimal plan for disseminating information about the program to the community, proposed plan to disseminate information not in a manner that is understandable and accessible. • Minimal plan for program staffing, and for staff and volunteer development. Active participation in plan by after school staff not evident. • Minimal involvement of, and inadequate communication with, regular teaching & support staff. • Unclear description of how qualified senior volunteers will be used, if applicant intends to include them. • Program design and budget are minimally connected and cost-effective. 	<ul style="list-style-type: none"> • Applicant organization has not demonstrated experience or a promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students. • Activities to be provided are not effective, evidence-based, or varied. • Lack of or inadequate assurance that the program will take place in a safe and easily accessible facility. • Transportation issues associated with safe student travel to and from the program are inadequately addressed. • Inadequate and inefficient plan for disseminating information about the program to the community, and not consistent with community needs. • Inadequate plan for program staffing, and staff and volunteer development. Proposed plan not relevant, to needs of program. Active participation in plan by after school staff not evident. • Inadequate/no involvement of, and inadequate communication with, regular teaching & support staff. • Inadequate description of how qualified senior volunteers will be used, if applicant intends to include them. • Program design and budget are contrary and cost-ineffective.

***Capacity for Effective Evaluation**

4 Points	3 Points	2 Points	1 Point
<ul style="list-style-type: none"> • Demonstrates full capacity for providing all requested (or comparable) data, for providing comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with CDE, including resource commitment and use of data for program improvement. • Demonstration that evaluation results will be used to refine, improve, and strengthen the program, and build community support. • Assurance that applicant will effectively make the evaluation results specific to this program available to the public. 	<ul style="list-style-type: none"> • Demonstrates adequate capacity for providing all requested (or comparable) data, for providing comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with CDE, including resource commitment and use of data for program improvement. • Plan demonstrates limited capacity to use evaluation results to refine, improve, and strengthen the program, and maintain community support. • Preliminary assurance that applicant can make the evaluation results specific to this program available to the public upon request. 	<ul style="list-style-type: none"> • Demonstrates minimal capacity for providing requested (or comparable) data, for providing comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with CDE, including resource commitment and use of data for program improvement. • Plan demonstrates minimal capacity to use evaluation results to refine, improve, and strengthen the program, and to build community support. • Minimal assurance that applicant can make the evaluation results specific to this program available to the public upon request 	<ul style="list-style-type: none"> • Demonstrates inadequate/no capacity for providing requested (or comparable) data, for providing comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with CDE, including resource commitment and use of data for program improvement. • Plan demonstrates inadequate/no capacity to use evaluation results to refine, improve, and strengthen the program and to build community support. • No assurance that applicant can make the evaluation results specific to this program available to the public upon request.

Scoring Criteria for 21st Century Community Learning Center Programs *Requesting More Than Two Million Dollars In Core Grant Funding*

Application Score:	Effective Programmatic Components	(2-8 points)	Points
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	Program Administration	(1-4 points)	Points
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TOTAL			

*Effective Programmatic Components: Academic Assistance, Enrichment, & Family Literacy Needs Assessment

8 Points	6 Points	4 Points	2 Points
<ul style="list-style-type: none"> • Evaluation of plentiful, objective data very clearly defines the need for a before and/or after school program (may include Saturday, holiday and summer recess), evaluates resources available in each of the communities in the application, and convincingly documents how proposed program will address the needs of each of the communities in the application (including needs of working families) • Thorough and effective development of all proposed program components, which demonstrates ongoing collaboration with the schools the students attend. • Thoroughly addresses academic improvement to meet State and local standards (for public schools) in core academic subjects and school/local academic standards (for private schools) and in any additional areas identified in assessment. • Activities thoroughly and effectively meet “principles of effectiveness” and are based on effective performance measures aimed at ensuring high-quality academic enrichment opportunities and scientifically based research. • Complete and effective system to determine need for family literacy services in all of the communities in the application and other existing avenues to fill need. Effective proposed opportunities for services. • Provides students with a wide variety of interesting, age-appropriate enrichment and youth development activities very closely connected to needs & strengths assessment, and youth are thoroughly & actively involved in selection, design, implementation of activities. 	<ul style="list-style-type: none"> • Evaluation of adequate objective data defines the need for a before and/or after school program (may include Saturday, holiday and summer recess), some available community resources or some communities are evaluated, and addresses how proposed program will address community needs (including needs of working families) • Adequate development of all proposed program components, with plans to address ongoing collaboration with the schools the students attend. • Adequately addresses academic improvement to meet State and local standards (for public schools) in core academic subjects and school/local academic standards (for private schools) and in some additional areas identified in assessment. • Activities adequately meet “principles of effectiveness” and are based on performance measures aimed at ensuring high-quality academic enrichment opportunities and some research. • Adequate system to determine need for family literacy services and other existing avenues to fill need. Plan proposed to develop opportunities for services. • Plans to provide students with interesting, age-appropriate enrichment and youth development activities connected to needs & strengths assessment. Adequate youth involvement in selection, design, and implementation of activities 	<ul style="list-style-type: none"> • Minimal evaluation of strengths & needs of each of the communities and includes evidence from few sources with little data for students to be served • Few program components connected to assessed needs and strengths, minimal plan to address collaboration with the schools the students attend. • Minimal plan to address academic improvement; few State and local standards in core academic subjects addressed for public schools and/or few school/local academic standards addressed for private schools.. • Activities minimally meet the “principles of effectiveness,” show some connections to classroom learning, but minimally address individual student's assessed needs • Minimal assessment to determine need for family literacy services, minimal plan to provide opportunities for service. • Enrichment and youth development activities minimally connected to needs & strengths assessment, activities not age-appropriate, limited involvement of youth in selection, design, and implementation of activities. 	<ul style="list-style-type: none"> • Inadequate assessment of strengths & needs with few sources and no data for students to be served • Fails to connect results to needs , no plan to collaborate with the schools the students attend • Does not address academic improvement to meet State and local standards (for public schools) and/or school/local academic standards (for private schools) or improvement in areas identified in assessment • Inadequate connection to classroom learning and fails to address individual student's addressed needs • Inadequate assessment to determine need for family literacy services, inadequate opportunities for service. • Enrichment and youth development activities not connected to needs & strengths assessment, activities not age-appropriate, no involvement of youth in selection, design, implementation of activities.

***Effective Collaboration and Partnerships**

4 Points	3 Points	2 Points	1 Point
<ul style="list-style-type: none"> Each of the communities in the overall grant is well identified and represented in the application. Thorough and effective collaborative process and partnerships, which represent all relevant and committed key stakeholders from each of the communities (e.g., include parents, teachers, principals, students, and any relevant CBOs, public or private organizations; applications proposing to serve public school students include an LEA), builds upon existing collaboratives, connects existing program strategies and provides a unified, integrated system of service. Thorough and effective use of public and/or private resources, combining or coordinating all relevant Federal, State and local programs. If other after school program(s) serve students in those schools, effectively addresses coordination with those programs and additional services are supported by existing program. Effective plans for maintaining and continuing to build partnerships among collaborative members in each of the communities to support program implementation. Realistic, thorough, and effective Sustainability Plan with sufficient resources and partners in place from each of the communities in the application at implementation, firm commitments of at least minimum support necessary, realistic budgetary projections, and contingency plans. 	<ul style="list-style-type: none"> Communities in the grant application are adequately identified and most communities are represented in the collaborative. Adequate plan for a collaborative process and the creation of partnerships, which represent most relevant and committed key stakeholders from most communities. A plan to build upon existing collaboratives, and to connect with existing program strategies to provide a unified, integrated system of service. Adequate plan for the effective use of public and/or private resources, combining or coordinating all relevant Federal, State and local programs. If other after school program(s) serves students in those schools, identifies issues and plan for resolving them. Adequate plans for maintaining partnerships and limited plans to continue building partnerships among collaborative members in most communities to support program implementation. Adequate Sustainability Plan with resources and partners in place at implementation from many communities in the application, commitments of at least minimum support necessary, preliminary budgetary projections, and contingency plans. 	<ul style="list-style-type: none"> Minimal identification of the different communities in the grant application. Not all communities are adequately represented on the collaborative. Minimal plan for a collaborative process and the creation of partnerships, representation of few relevant and committed key stakeholders from few communities. Inadequate plan to build upon existing collaboratives, and to connect with existing program strategies provide a unified, integrated system of service. Minimal plan for the effective use of public and/or private resources, plan indicates minimal ability to combine or coordinate all relevant federal, State, and local programs including any existing after school program. Minimal plan for maintaining partnerships and no plan for continuing to build partnerships to support program implementation. Sustainability Plan demonstrates minimal resources and partners to sustain program from few communities, limited commitments of at least minimum support, partial budgetary projections, and contingency plans. 	<ul style="list-style-type: none"> Inadequate identification of communities within the grant application. Inadequate or no representation by various communities within the grant. Inadequate or no plan for a collaborative process and the creation of partnerships, inadequate representation of relevant and committed key stakeholders from community. No plan to build upon existing collaboratives, and to connect with existing program strategies provide a unified, integrated system of service. Described plan demonstrates an ineffective use of public and/or private resources, plan lacks the ability to combine or coordinate all relevant Federal, State and local programs. No plan for maintaining or continuing to build partnerships to support program implementation. No sustainability Plan or plan lacks resources and partners to sustain program, commitments of at least minimum support not evident, lacks budgetary projections or contingency plans.

***Program Administration**

4 Points	3 Points	2 Points	1 Point
<ul style="list-style-type: none"> • Thorough and effective demonstration that applicant organization has considerable experience or the promise of success in providing educational and related activities across multiple communities that will complement and enhance the academic performance, achievement and positive youth development of the students. • Identification of effective, evidence-based, and varied activities to be provided. • Thorough and effective assurance that the program will take place in a safe and easily accessible facility. • Assurance that transportation issues associated with safe student travel to and from the program have been thoroughly and effectively addressed. • Effective and efficient plan for disseminating information about the program to each of the communities in a manner that is understandable, accessible, and planned to increase program support. • Thorough and effective plan for program staffing with ongoing, high quality, relevant staff and volunteer development with active participation by after school staff. • Strong and effective involvement of, and communication with, regular teaching & support staff. • Thorough and effective description of how qualified senior volunteers will be used, if applicant intends to include them. • Program design and budget are well connected and highly cost-effective and economies of scale are effectively documented. 	<ul style="list-style-type: none"> • Adequate demonstration that applicant organization has experience or the promise of success in providing educational and related activities across multiple communities that will complement and enhance the academic performance, achievement and positive youth development of the students. • Identification of an adequate number of effective, evidence-based, and varied activities to be provided. • Adequate assurance that the program will take place in a safe and easily accessible facility. • Adequate plan that transportation issues associated with safe student travel to and from the program will be addressed • Adequate plan for disseminating information about the program to each of the communities in a manner that is understandable, accessible, and planned to maintain program support. • Adequate plan for program staffing with ongoing, high quality, relevant staff and volunteer development with active participation by after school staff. • Adequate involvement of, and communication with, regular teaching & support staff. • Adequate description of how qualified senior volunteers will be used, if applicant intends to include them. • Program design and budget are connected and cost-effective and economies of scale are documented. 	<ul style="list-style-type: none"> • Applicant organization has minimal experience or an unclear promise of success in providing educational and related activities across multiple communities that will complement and enhance the academic performance, achievement and positive youth development of the students. • Activities to be provided may not be effective (or minimally), evidence-based, and varied. • Minimal assurance that the program will take place in a safe and easily accessible facility. • Transportation issues associated with safe student travel to and from the program minimally addressed • Minimal plan for disseminating information about the program to each of the communities, proposed plan to disseminate information not in a manner that is understandable and accessible. • Minimal plan for program staffing, and for staff and volunteer development. 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Economies of scale are not well documented. 	<ul style="list-style-type: none"> • Applicant organization has not demonstrated experience or a promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students. • Activities to be provided are not effective, evidence-based, or varied. • Lack of or inadequate assurance that the program will take place in a safe and easily accessible facility. • Transportation issues associated with safe student travel to and from the program are inadequately addressed. • Inadequate and inefficient plan for disseminating information about the program to each of the communities, and not consistent with community needs. • Inadequate plan for program staffing, and staff and volunteer development. Proposed plan not relevant, to needs of program. Active participation in plan by after school staff not evident. • Inadequate/no involvement of, and inadequate communication with, regular teaching & support staff. • Inadequate description of how qualified senior volunteers will be used, if applicant intends to include them. • Program design and budget are contrary and cost-ineffective. Discussion of economies of scale are not included.

***Capacity for Effective Evaluation**

4 Points	3 Points	2 Points	1 Point
<ul style="list-style-type: none"> • Demonstrates full capacity for providing all requested (or comparable) data, for providing comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with CDE, including resource commitment and use of data for program improvement. • Demonstration that evaluation results will be used to refine, improve, and strengthen the program, and build community support. • Demonstrates that evaluation results will be disaggregated to show results across and within each of the communities in the application. • Assurance that applicant will effectively make the evaluation results specific to this program available to the public. 	<ul style="list-style-type: none"> • Demonstrates adequate capacity for providing all requested (or comparable) data, for providing comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with CDE, including resource commitment and use of data for program improvement. • Plan demonstrates limited capacity to use evaluation results to refine, improve, and strengthen the program, and maintain community support. • Plan demonstrates limited capacity to use disaggregated evaluation across and within each of the communities in the application. • Preliminary assurance that applicant can make the evaluation results specific to this program available to the public upon request. 	<ul style="list-style-type: none"> • Demonstrates minimal capacity for providing requested (or comparable) data, for providing comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with CDE, including resource commitment and use of data for program improvement. • Plan demonstrates minimal capacity to use evaluation results to refine, improve, and strengthen the program, and to build community support. • Plan demonstrates minimal capacity to use disaggregated evaluation results across and within each of the communities in the application. • Minimal assurance that applicant can make the evaluation results specific to this program available to the public upon request 	<ul style="list-style-type: none"> • Demonstrates inadequate/no capacity for providing requested (or comparable) data, for providing comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with CDE, including resource commitment and use of data for program improvement. • Plan demonstrates inadequate/no capacity to use evaluation results to refine, improve, and strengthen the program and to build community support. • Plan demonstrates inadequate/ no capacity to use disaggregated evaluation results across and within each of the communities in the application. • No assurance that applicant can make the evaluation results specific to this program available to the public upon request.

C. FORMS AND REQUIREMENTS

**PROGRAMS PROPOSING TO SERVE
STUDENTS IN ELEMENTARY AND/OR
JUNIOR HIGH/MIDDLE SCHOOLS**

CORE GRANT FUNDING

**Forms can be downloaded at:
<<http://www.cde.ca.gov/afterschool/>>**

California 21st Century Community Learning Centers Application for Funding – Elementary and Junior High/Middle Schools

Return to: After School Partnerships Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814

Due:

March 3, 2004

PART I: APPLICATION INFORMATION

Applicant Agency (will serve as fiscal agent for collaborative. Refer to page 3 for a list of eligible entities)

County:		Amount Requested: \$	
Director of Agency: (e.g., Superintendent, City Manager, Executive Director, Private School Principal etc.)		Grant Contact:	
Agency Name:		Agency Name:	
Address:		Address:	
City:	Zip:	City:	Zip:
Phone:	Fax:	Phone:	Fax:
E-mail:		E-mail:	

Is the applicant agency receiving (or has it previously received) funding for the Federal 21st CCLC Program?

Yes ☐ No ☐

Does this application include the "Memorandum of Understanding to be Considered for Competitive Priority"?

Yes ☐ No ☐

LEGAL STATUS OF APPLICANT AGENCY

(Check one box below and provide appropriate agency identification information)

- ☐ City or City Agency
- ☐ County or County Agency
- ☐ County Office of Education
- ☐ School District
- ☐ Other Public Entity
- ☐ Community Based Organization (CBO)
- ☐ Faith Based Organization
- ☐ Private Non-Profit Organization or School
- ☐ Private For-Profit Organization or School

Enter Federal Employer ID Number:

OR

Enter School District Code

Enter Child Care License # (if applicable):

PROGRAM SITE INFORMATION

Complete this form only if you are planning to operate the program at a site other than where the pupils you are serving regularly attend school. **School site programs serving only pupils enrolled at this school do not need to fill out this form.** Attach as many sheets as necessary.

The program site is the physical location at which the 21st CCLC Program activities and services will be provided, and one program site may serve students from more than one school. The program site must be a safe and easily accessible facility. CDE may approve an application for a community learning center to be located in a facility other than an elementary or secondary school. However, if an alternate facility is proposed, that alternate facility must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school. “Elementary school” and “secondary school” are defined in the No Child Left Behind Act as any “nonprofit institutional day or residential school, including a public charter school, that provides elementary or secondary education, as determined under State law.”

Program Site Name:		
Program Site Address:		
City, State, Zip Code:		
Phone:		Program Site Contact Person:
CDS Code	School Name	Number of pupils from this school attending 21st CCLC Program

Program Site Name:		
Program Site Address:		
City, State, Zip Code:		
Phone:		Program Site Contact Person:
CDS Code	School Name	Number of pupils from this school attending 21st CCLC Program

CORE GRANTS											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;">TOTAL CORE FUNDING REQUESTED (Before and/or After School Program funds)</td><td style="width: 20%; padding: 5px; text-align: center;">\$</td></tr> </table>	TOTAL CORE FUNDING REQUESTED (Before and/or After School Program funds)	\$									
TOTAL CORE FUNDING REQUESTED (Before and/or After School Program funds)	\$										
OPTIONAL DIRECT GRANTS											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;">Number of program sites included in application:</td><td style="width: 20%; padding: 5px;"></td></tr> </table>	Number of program sites included in application:			<p>A program site may serve students from many schools. For example, a location that serves students from 3 different schools would be considered one Program Site. Please enter the number of PROGRAM SITES included in your application in the box to the left.</p>							
Number of program sites included in application:											
DIRECT GRANT FOR ACCESS TO PROGRAM		DIRECT GRANT FOR FAMILY LITERACY PROGRAM									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;">Maximum direct grant for access allowable: (based on the number of program sites per application)</td><td style="width: 20%; padding: 5px; text-align: center;">\$</td></tr> <tr> <td style="padding: 5px;">Direct grant for access requested: (As justified in direct grant narrative and detailed in direct grant budget)</td><td style="padding: 5px; text-align: center;">\$</td></tr> </table>	Maximum direct grant for access allowable: (based on the number of program sites per application)	\$	Direct grant for access requested: (As justified in direct grant narrative and detailed in direct grant budget)	\$		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;">Maximum direct grant for Family Literacy allowable: (based on the number of program sites per application)</td><td style="width: 20%; padding: 5px; text-align: center;">\$</td></tr> <tr> <td style="padding: 5px;">Direct grant for Family Literacy requested: (As justified in direct grant narrative and detailed in direct grant budget)</td><td style="padding: 5px; text-align: center;">\$</td></tr> </table>	Maximum direct grant for Family Literacy allowable: (based on the number of program sites per application)	\$	Direct grant for Family Literacy requested: (As justified in direct grant narrative and detailed in direct grant budget)	\$	
Maximum direct grant for access allowable: (based on the number of program sites per application)	\$										
Direct grant for access requested: (As justified in direct grant narrative and detailed in direct grant budget)	\$										
Maximum direct grant for Family Literacy allowable: (based on the number of program sites per application)	\$										
Direct grant for Family Literacy requested: (As justified in direct grant narrative and detailed in direct grant budget)	\$										
TOTAL GRANT REQUEST											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;">TOTAL 21st Century Community Learning Centers Program GRANT FUNDS REQUESTED (Core funding plus optional direct grant funding)</td><td style="width: 20%; padding: 5px; text-align: center;">\$</td></tr> </table>	TOTAL 21st Century Community Learning Centers Program GRANT FUNDS REQUESTED (Core funding plus optional direct grant funding)	\$									
TOTAL 21st Century Community Learning Centers Program GRANT FUNDS REQUESTED (Core funding plus optional direct grant funding)	\$										

**PLEASE PRINT ALL NECESSARY CALCULATION FORMS AND
SUBMIT WITH YOUR GRANT APPLICATION**

SIGNATURES/APPROVALS

School Principal Approval: This after school program application must be approved by the principal of each school to be served by the proposed 21st CCLC Program. (Attach as many sheets as necessary.)

School Name	Printed Name of Principal	Signature of Principal

School District Approval: If an LEA (i.e., school district or county office of education) is either the applicant agency or a partner involved in this application, then the superintendent must sign this application.

School District Name	Printed Name of Superintendent	Signature of Superintendent

CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY

Each application must designate an applicant agency as the fiscal agent of the 21st CCLC grant. The applicant agency may be any one of the following: a Local Education Agency (LEA), public or private entity (e.g., a city council, county board of supervisors, faith-based organization, or private school), or a community based organization. Applicants agree to follow all fiscal reporting and auditing standards required by the California Department of Education.

Designated Applicant Agency (Fiscal Agent)	Name & Title of Authorized Representative of Applicant Agency	Signature of Authorized Representative of Applicant Agency (Fiscal Agent)

State of California

DRUG FREE WORKPLACE CERTIFICATION

Std. 21 (10-98)

Applicant Agency (name of fiscal agent for collaborative):	
--	--

The contractor or grant recipient named above hereby certifies compliance with Government Code Section 8355 in matters relating to providing a drug-free workplace. The above named contractor or grant recipient will:

1. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations, as required by Government Code Section 8355(a).
2. Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b), to inform employees about all of the following:
 - a) The dangers of drug abuse in the workplace,
 - b) The person's or organization's policy of maintaining a drug-free workplace,
 - c) Any available counseling, rehabilitation and employee assistance programs, and
 - d) Penalties that may be imposed upon employees for drug abuse violations.
3. Provide as required by Government Code Section 8355(c), that every employee who works on the proposed contract or grant:
 - a) Will receive a copy of the company's drug-free policy statement, and
 - b) Will agree to abide by the terms of the company's statement as a condition of employment on the contract or grant.

Certification

I, the official named below, hereby swear that I am duly authorized legally to bind the contractor or grant recipient to the above-described certification. I am fully aware that this certification, executed on the date and in the county below, is made under penalty of perjury under the laws of the State of California.

OFFICIAL'S NAME	
DATE EXECUTED	EXECUTED IN THE COUNTY OF
CONTRACTOR OR GRANT RECIPIENT SIGNATURE	
TITLE	
FEDERAL I.D. NUMBER	

Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in pertinent regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-Wide Debarment and Suspension (non procurement) and Government-Wide Requirements for Drug-Free Workplace (grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING—This certification is required by Section 1352, Title 31, of the U.S. Code, and 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 34 CFR Part 82, Sections 82.105 and 82.110. The applicant certifies that:

- (a) No federal appropriated funds have been paid or will be paid by or on behalf of the undersigned to any person for influencing or attempting to influence an officer or employee of any agency or a member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; or the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- (b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with these instructions.
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS—This certification is required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

A. The applicant certifies that he or she and any principals:

- (a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
- (b) have not within a three-year period preceding this application been convicted of, or had a civil judgment rendered against them, for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) are not presently indicted for, or otherwise criminally or civilly charged by, a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and
- (d) have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)—This certification is required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

A. The applicant certifies that he or she will or will continue to provide a drug-free workplace by:

- (a) publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) establishing an on-going drug-free awareness program to inform employees about:
 - (1) The danger of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free work plan;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug-abuse violations occurring in the workplace;
- (c) making it a requirement that each employee engaged in performance of the grant be given a copy of the statement required by paragraph (a);
- (d) notifying the employee in the statement required by paragraph (a) that t, as a condition of employment under the grant, the employee will: abide by the terms of the statement; and notify the employer in writing of his or her conviction of a violation;
- (e) notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employers of convicted employees.

The grantee must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency; and.

(g) making a good-faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of performance (street address, city, county, state, zip code):

ENVIRONMENTAL TOBACCO SMOKE ACT—This certification is required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented as Public Law 103-277, Part C which requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment).

Check ☐ if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE

DATE

ASSURANCES AND AGREEMENTS REQUIRED OF ALL APPLICANTS

1. Use of Funds

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I schoolwide programs and/or students attending schools that serve a high percentage of students from low-income families, and their families.

I further certify that all services and benefits provided (including materials, equipment, and supplies) will be secular, neutral, and non-ideological. In addition, funds will be used for allowable costs during the grant award period only.

2. Supplement, not Supplant

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds.

I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

3. Audits

As the designated applicant agency representative, I certify that an annual fiscal audit will be conducted and adequate, accurate attendance records will be kept for the 21st Century Community Learning Centers Program. I further certify that the collaborative will complete and submit periodic program and fiscal reports as required by the California Department of Education, including but not limited to, the number of pupils served, and expenditure of funds for which they were granted.

The funded program shall abide by the following audit and record-keeping requirements (Education Code §§ 8448, 8484.8, 33420, 33421, and 41020).

- a. An annual fiscal audit will be conducted and adequate, accurate attendance and other records will be maintained in accordance with Government Auditing Standards (GAS).*
- b. Agencies that expended \$300,000 (\$500,000 for fiscal years ending after December 31, 2003) or more are required to have a single audit conducted in accordance with OMB Circular A-133 and the Single Audit Act Amendments of 1996.*
- c. Agencies that expended less than \$300,000 (\$500,000 for fiscal years ending after December 31, 2003) are required to obtain a limited scope audit of the state and federal funds received from CDE.*
- d. All agencies are required to maintain auditable records, which must be made available upon request to representatives of CDE and other governmental agencies for on-site monitoring, reviews, and audits.*
- e. In general, records must be maintained for at least five years. However, in cases where an audit has been requested by a state agency that remains unresolved, records must be maintained until the audit is resolved.*
- f. All audits of financial statements must be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.*

4. Evaluation and Data Collection

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the California Department of Education.

5. Program Site

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will take place in a safe and easily accessible facility. The program site selected is either an elementary or secondary school-site setting or another location that is at least as available and accessible to the participants as the school site.

6. Collaboration with Schools

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend.

7. Notice to the Community

As the designated applicant agency representative, I certify that the community to be served by the 21st Century Community Learning Centers Program was given prior notice of this applicant's intent to submit an application.

8. Public Review of the Application

As the designated applicant agency representative, I certify that this application and any waiver requested have been made available for public review. In addition, the funded party will make available to the general public any application, evaluation, periodic program plan, report, or waiver relating to each funded program (EDGAR § 76.106).

9. Certification of Fiscal Resources

All applicants including Local Education Agencies, cities, counties, community-based organizations, and other public or private entities (which may be faith-based organizations or private schools), must have sufficient fiscal resources in order to start up and operate the program being requested for a period of up to three months without payment from the State.

10. Certification of Private School Consultation

As the designated applicant agency representative, I certify that the LEA, consortium, or entity submitting this funding application for the 21st Century Community Learning Centers grant to the California Department of Education has consulted with appropriate private school officials during the design and development of the programs described in this application, consistent with No Child Left Behind Section 9501(c)(1). I further certify that I will maintain and, upon request, provide to CDE a written description of how this requirement was satisfied."

Certification: As the authorized representative of the Applicant Agency, and on behalf of the 21st Century Community Learning Centers Program, I agree to fulfill all of the above agreements and conditions.

Designated Applicant Agency (Fiscal Agent)	Name & Title of Authorized Representative of Applicant Agency	Signature of Authorized Representative of Applicant Agency (Fiscal Agent)

Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement data, attendance and other requested data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by CDE.

Local Education Agency	Name & Title of Authorized Representative of Local Education Agency	Signature of Authorized Representative of Local Education Agency

COLLABORATIVE SIGNATURES

Every 21st CCLC Program shall be designed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, representatives of participating schools and sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

Attach additional sheets as necessary.

Name/Signature	Agency Affiliation	
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
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	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

AFTER SCHOOL GRANT AMOUNT CALCULATOR

This form is available on the After School Partnership Office website at <<http://www.cde.ca.gov/afterschool/>>. Use this form to list all schools for which AFTER SCHOOL PROGRAM funds are being requested. Enter information in the columns with the shaded headings. If supplemental funds are being requested, enter the number of program days and students to be served.

Base Grant Calculation

SCHOOL INFORMATION				BASE GRANT INFORMATION				
School Code	School Name	E = Elementary M = MS/Junior High	School Enrollment	Maximum base grant allowed (based on school enrollment)	Number of days of program (regular school days)	Number of students to be served per day	Amount Requested (Based on \$5/day/student)	Public School Free and Reduced % rate, Or Private School Students from low income families % rate
Totals								

Supplemental Grant Calculation

SCHOOL INFORMATION				SUPPLEMENTAL GRANT INFO			
School Code	School Name	Type E = Elementary M = MS/Junior High	School Enrollment	Maximum supplemental grant allowed (30% of base grant)	Number of days of program (non-school days)	Number of students to be served per day	Amount Requested (Based on \$5/day/student)
Totals							

Page Total (Base + Supplemental): \$

If more than 10 schools in grant, complete and print a separate sheet for each group of 10 schools and add page totals to calculate total amount requested.

**21st Century Community Learning Centers
Program**
BEFORE SCHOOL GRANT AMOUNT CALCULATOR

This form is available on the After School Partnership Office website at <<http://www.cde.ca.gov/afterschool/>>. Use this form to list all schools for which BEFORE SCHOOL PROGRAM funds are being requested. Enter information in the columns with the shaded headings. If supplemental funds are being requested, enter the number of program days and students to be served.

Base Grant Calculation

SCHOOL INFORMATION				BASE GRANT INFORMATION				
School Code	School Name	Type E = Elementary M = MS/Junior High	School Enrollment	Maximum base grant allowed (based on school enrollment)	Before School Reimbursement Rate (up to \$3.33/day)	Number of days of program (regular school days)	Number of students to be served per day	Amount Requested (based on identified reimbursement rate)
Totals								

Supplemental Grant Calculation

SCHOOL INFORMATION				SUPPLEMENTAL GRANT INFORMATION				
School Code	School Name	Type E = Elementary M = MS/Junior High	School Enrollment	Maximum supplemental grant allowed (30% of base grant)	Before School Reimbursement Rate (up to \$3.33/day)	Number of days of program (non- school days)	Number of students to be served per day	Amount Requested (based on identified reimbursement rate)
0								
0								
0								
0								
0								
0								
0								
0								
0								
0								
Totals								

Page Total (Base + Supplemental): \$

If more than 10 schools in grant, please complete and print a separate sheet for each group of 10 schools and add page totals to calculate total amount requested.

GRANT BUDGET FORM

Applicant Agency: _____

Column A: This column should list the budget line items.

Column B: This column should reflect the amount budgeted per line item. Include the total amount budgeted for the series in the shaded cell.

Column C: From the amount reflected in Column B, indicate the amount to be spent on administrative costs.

* If charging indirect, enter that figure in the appropriate box. Use the California School Accounting Object of Expenditure (expense) Classification codes (series 1000, 2000, etc.) See the California School Accounting Manual for a list of these expenditure categories.

Budget Line Items (Column A)		Amount Budgeted (Column B)	Administrative Costs Including indirect costs (Column C)
Series 1000			
CERTIFICATED PERSONNEL SALARIES TOTAL		\$	\$
Series 2000			
CLASSIFIED PERSONNEL SALARIES TOTAL		\$	\$
Series 3000			
EMPLOYEE BENEFITS TOTAL		\$	\$
Series 4000			
BOOKS AND SUPPLIES TOTAL		\$	
Series 5000			
SUBTOTAL FOR SERIES 1000-5000			
Indirect Costs	Indirect costs may not exceed the grantee's restricted indirect cost rate (ICR), or 5%, whichever is less. Programs may expend no more than a total of 15% of annual funding on administrative costs. (Indirect costs are included in the 21st CCLC Administrative Costs.) Total Series 1000-5999 = \$ _____ x ICR _____ % = \$ _____.	\$	
SERVICES AND OTHER OPERATING EXPENSES TOTAL		\$	
Series 6000			
EQUIPMENT & EQUIPMENT REPLACEMENT TOTAL		\$	
GRAND TOTAL		\$	

School districts and county superintendents of schools are required to report expenditures in accordance with the object classification plan in the California School Accounting Manual. The use of these object codes will facilitate the preparation of budgets and the various financial reports requested by federal, state, county, and local agencies. The California School Accounting Manual is available from the CDE Publication Sales Unit for \$29.95 each plus sales tax, shipping, and handling (call 1-800-995-4099).

Certificated Salaries

1100	Teacher Salaries
1200	School Administrators' Salaries
1300	Supervisors' Salaries
1400	Librarians' Salaries
1500	Guidance, Welfare, and Attendance Salaries
1600	Physical and Mental Health Salaries
1700	Superintendents' Salaries
1800	Other Administrative Salaries
1900	Other Certificated Salaries

2000 Classified Salaries

2100	Instructional Aides' Salaries
2200	Administrative Salaries
2300	Clerical Salaries
2400	Maintenance and Operation Salaries
2500	Food Services Salaries
2600	Transportation Salaries
2900	Other Classified Salaries

3000 Employee Benefits

3100	State Teachers' Retirement System
3200	Public Employees' Retirement System
3300	Old Age, Survivors, Disability, and Health Insurance
3400	Health and Welfare
3500	Unemployment Insurance
3600	Workers' Compensation Insurance

4000 Books and Supplies

4100	Textbooks
4200	Other Books
4300	Instructional Materials and Supplies
4500	Other Supplies

5000 Services and Other Operating Expenditures

5100	Contracts for Personal Services of Consultants, Lecturers, and Others
5200	Travel and Conference
5300	Dues and Memberships
5400	Insurance
5500	Utilities and Housekeeping Services
5600	Rentals, Leases, and Repairs
5700	Direct Costs -Interfund Services
5800	Other Services and Operating Expenditures

6000 Capital Outlay

6100	Sites and Improvement of Sites
6200	Buildings and Improvement of Buildings
6300	Books and Media for New or Expanded Libraries
6400	Equipment

Optional

Direct Grant for Access

If applying for the optional direct grant for access,
provide all requested information and
complete all forms associated with this direct grant.

Application for Funding - Optional Direct Grant for Access

Applicant Information	
Applicant Agency (will serve as fiscal agent for collaborative. Refer to Glossary for a list of eligible entities):	
County:	
Director of Agency: (e.g., Superintendent, City Manager, Executive Director, Private School Principal etc.)	Name of Program
Phone:	E-mail:
Access Grant(s) Requested	
Program site(s)* for which funds are requested:	Amount Requested:
Total requested:	\$

* Program site names should match with those identified in Form A-2.

D. OPTIONAL DIRECT GRANT FOR ACCESS

Complete this section only if you are requesting an optional direct grant for Access.

Reminder: This is an optional direct grant of up to \$25,000 per program site per year and it is available on a limited, competitive basis. A total of **\$2,890,000** is available statewide to fund direct grants for access.

Only the most competitive applications will receive funding. Applications will be reviewed using the scoring criteria on page 52. The scoring rubric sets out four possible scale points for describing how well an application reflects essential traits. Readers use the descriptions to score each section for the application and then the four sections are totaled. CDE reserves the right to require a score of “3” or “4” for both the ‘Critical need’ component and the ‘Proposed plan’ component. Readers rate each application on its own merits as judged against the scoring criteria. The applications do not compete against one another, but against the common standard.

In a narrative of no more than three (3) pages, describe how you plan to address providing students increased access to, and participation in programs if awarded this optional direct grant. Make certain to include information that responds to each of the following key questions.

Document the need to facilitate access to the 21st Century Community Learning Center. For example, include information such as, but not limited to:

- o Number or percentage of students with special needs, including students receiving special education services or English Language Learners, whose participation in the 21st CCLC Program is likely to be affected by such issues;
- o Transportation issues for program sites in rural areas, for programs located off of the school site, or for other critical transportation needs and the number or percentage of students whose participation in the 21st CCLC Program is likely to be affected by such issues;
 - Describe how the needs, strengths, and resources of your community related to access were assessed;
 - Identify the resources that are currently available, and discuss why there may be a need for additional resources;
 - Describe how your program will address the unmet needs;
 - Provide documentation/justification for the specific uses planned for direct grant funds and explain clearly how such use of funds are expected to improve or mitigate access issues among students you propose to serve; and
 - Describe your plans for maintaining accurate records, for conducting an annual fiscal audit, and for providing annual budget reports of the use of direct grant funds for access.

Use Form I to provide separate annual budgets for the optional direct grant for Access.

Please refer to Form G2 for a listing of expenditure codes. For a detailed description of these expenditure classifications, refer to the California School Accounting Manual. (Available from the CDE Publication Sales Unit for \$29.95 each plus sales tax, shipping, and handling at 800-995-4099.)

The following restrictions apply to the use of optional direct grant funds:

Direct grant funds may only be expended for those services and supports for which they were granted. Applicants must verify this by completing the appropriate section of Form J, Assurances and Agreements.

Provide up to a one (1)-page narrative annual budget justification of the direct grant funds. The direct grant for access issues is intended to provide additional assistance to programs, and not necessarily to fund the full anticipated costs of services. Identify any other sources of funding that will be used to support these services including any funding contributed by collaborative partners on either an in-kind or cash basis. Include a discussion of other sources of funding for which you have applied but have not been successful in attaining. Be certain to explain how direct grant, in-kind or cash contributions, and any other funding will be used to support access to the 21st CCLC Programs.

Scoring Criteria for 21st Century Community Learning Center Programs

Optional direct grant for Access

Application Score:	Comprehensive Needs Assessment	(1-4 points)	Points
	Critical Need for Direct Grant	(1-4 points)	Points
	Strength of Proposed Plan to Facilitate Access	(1-4 points)	Points
	Proposed Use of Funds	(1-4 points)	Points
TOTAL			

Component	4 Points	3 Points	2 Points	1 Point
Comprehensive needs assessment	Very comprehensive assessment of objective data from a wide variety of sources to evaluate existing community resources.	Adequate assessment of some objective data from variety of sources. Some community resources were included in needs assessment.	Minimal assessment includes little objective data. Few community resources were included in needs assessment.	Inadequate assessment of needs and community resources with insufficient data for students to be served.
Critical need for direct grant to support access*	Need is very clearly defined and fully documented in assessment, applicant clearly demonstrates that direct grant is necessary to facilitate program access to 21st CCLC Program for students most in need.	Need is defined and documented in assessment, applicant demonstrates the necessity of direct grant to facilitate access to 21st CCLC Program for many students in need.	Need is minimally defined and documented in assessment, applicant minimally demonstrates the necessity of the direct grant to facilitate access to 21st CCLC Program for students in need.	Definition of need is inadequate; need not documented in assessment, applicant fails to demonstrate the necessity of the direct grant to facilitate access to 21st CCLC Program for students in need.
Strength of proposed plan to facilitate access*	Very convincing and highly feasible plan to thoroughly meet the identified critical needs of the program building upon available resources.	Feasible and adequate plan; components designed to meet many of the identified critical needs of the program. Limited to existing resources.	Minimal plan and/or uncertain feasibility; components will meet few of the identified critical needs of the program.	Unfeasible, inadequate plan; components not connected to the identified critical needs of the program.
Proposed use of funds	Proposed plan and budget design are well connected and highly cost-effective.	Proposed plan and budget design are connected and cost-effective.	Proposed plan and budget design are minimally or not connected and cost-effective.	Proposed plan and budget design contrary and cost-ineffective.

* A minimum score of 3 points will be required in each of these components to be eligible for funding.

California Department of Education
21st Century Community Learning Centers Program

Form I

Program Budget for Optional Direct Grant for Access Applicant Agency: _____

Column A: This column should list the budget line items.

Column B: This column should reflect the amount budgeted per line item. Include the total amount budgeted for the series in the shaded cell.

Column C: From the amount reflected in Column B, indicate the amount to be spent on administrative costs.

* If charging indirect, enter that figure in the appropriate box. Use the California School Accounting Object of Expenditure (expense) Classification codes (series 1000, 2000, etc.) See the [California School Accounting Manual](#) for a list of these expenditure categories.

Budget Line Items (Column A)		Amount Budgeted (Column B)	Administrative Costs Including indirect costs (Column C)
Series 1000			
CERTIFICATED PERSONNEL SALARIES TOTAL		\$	\$
Series 2000			
CLASSIFIED PERSONNEL SALARIES TOTAL		\$	\$
Series 3000			
EMPLOYEE BENEFITS TOTAL		\$	\$
Series 4000			
BOOKS AND SUPPLIES TOTAL		\$	
Series 5000			
SUBTOTAL FOR SERIES 1000-5000			
Indirect Costs	Indirect costs may not exceed the grantee's restricted indirect cost rate (ICR), or 5%, whichever is less. Programs may expend no more than a total of 15% of annual funding on administrative costs. (Indirect costs are included in the 21 st CCLC Administrative Costs.) Total Series 1000-5999 = \$_____ x ICR _____% =\$_____.	\$	
SERVICES AND OTHER OPERATING EXPENSES TOTAL		\$	
Series 6000			
EQUIPMENT & EQUIPMENT REPLACEMENT TOTAL		\$	
GRAND TOTAL		\$	

ADDITIONAL ASSURANCES APPLICABLE TO THOSE APPLYING FOR THE
OPTIONAL DIRECT GRANT FOR ACCESS

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will conduct an annual fiscal audit of funds received for access purposes. I further certify that the program will maintain adequate, accurate fiscal records, and that the funds will be expended only for those services and supports for which the direct grant was funded. I understand that direct grant funds are awarded only if all other sources of funds for the intended purposes are unavailable or insufficient and that these direct grant funds may be withheld in subsequent years if expended for purposes other than as awarded.

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name

Optional

**Direct Grant
for Family Literacy Services**

If applying for the optional direct grant for family literacy,
provide all requested information and
complete all forms associated with this direct grant.

Application for Funding - Optional Direct Grant for Family Literacy

Applicant Information

Applicant Agency (will serve as fiscal agent for collaborative. Refer to Glossary for a list of eligible entities)

County:

Director of Agency: (e.g., Superintendent, City Manager, Executive Director, Private School Principal etc.)

Name of Program

Phone:

E-mail:

Family Literacy Grant(s) Requested

Program site(s)* for which funds are requested:

Amount Requested:

Total requested: \$

* Program site names should match with those identified in Form A-2.

E. Optional Direct Grant for Family Literacy Services

Complete this section only if you are requesting a Direct Grant for Family Literacy Services.

Reminder: This is an optional direct grant of up to \$20,000 per program site per year, and it is available on a limited, competitive basis. A total of **\$840,000** is available statewide to fund direct grants for family literacy.

Only the most competitive applications will receive funding. Applications will be reviewed using the scoring criteria on page 59. The scoring rubric sets out four possible scale points for describing how well an application reflects essential traits. Readers use the descriptions to score each section for the application and then the four sections are totaled. CDE reserves the right to require a score of “3” or “4” for both the ‘Critical need’ component and the ‘Proposed plan’ component. Readers rate each application on its own merits as judged against the scoring criteria. The applications do not compete against one another, but against the common standard.

In a narrative of no more than three (3) pages, describe your plan for providing family literacy services to the adult family members of the students you propose to serve in your 21st CCLC programs. Be certain to include the following:

- Document the need for family literacy services among the adult family members of the students you propose to serve in your 21st CCLC Program. Note that the need for family literacy services is demonstrated by the following:
 - The area to be served has a high percentage or a large number of children and families who are in need of services as indicated by high levels of poverty, illiteracy, unemployment, homelessness, English language learners, or other need-related indicators such as a high percentage of children to be served by the program who reside in a school attendance area served by a local educational agency eligible for participation in programs under NCLB Title I Part A, a high number or percentage of parents who have been victims of domestic violence, or a high number or percentage of parents who are receiving assistance under a State program funded under Part A of Title IV of the Social Security Act. (42U.S.C. 601 et seq) ;
 - Existing resources such as, but not limited to, funding for Title III federal programs, Proposition 227, adult education, community college, William F. Gooding Even Start Family Literacy Programs, and Workforce Investment Act are not available and/or sufficient to serve the families of students you propose to serve in the 21st CCLC;
 - Estimate of unmet need for family literacy services among the families of the students you propose to serve in the 21st CCLC Program.
- Describe how the needs, strengths, and resources of your community were assessed;
- Identify the resources that are currently available, and discuss why there may be a need for additional resources;
- Describe how your program will address these needs, and identify any existing programs or resources you will coordinate with, extend or augment.

- **Use Form L to provide separate annual budgets for the optional direct grant for Family Literacy Services.**
Please refer to Form G2 for a listing of expenditure codes. For a detailed description of these expenditure classifications, refer to the California School Accounting Manual. (Available for the CDE Publication Sales Unit for \$29.95 each plus sales tax, shipping, and handling at 800-995-4099.)
 - **The following restrictions apply to the use of optional direct grant funds:**
You must verify on Form M (Assurances and Agreements) that 21st CCLC direct grant funds will be expended only for those services and supports for which they were granted.
- **Provide up to a one (1) page narrative annual budget justification of these optional direct grant funds. Identify any other sources of funding that will be used to support these services including any funding contributed by collaborative partners on either an in-kind or cash basis. Include a discussion of other sources of funding for which you have applied but have not been successful in attaining. Be certain to explain how direct grant, in-kind or cash contributions, and any other funding will be used to support providing family literacy services to adult family members of students participating in the 21st CCLC Programs.**

Scoring Criteria for 21st Century Community Learning Center Programs

Optional Direct Grant for Family Literacy

Application Score:	Comprehensive Needs Assessment	(1-4 points)	Points
	Critical Need for Direct Grant	(1-4 points)	Points
	Strength of Proposed Plan to Provide Family Literacy Services	(1-4 points)	Points
	Proposed Use of Funds	(1-4 points)	Points
TOTAL			

Component	4 Points	3 Points	2 Points	1 Point
Comprehensive needs assessment	Very comprehensive assessment of objective data from a wide variety of sources to evaluate community resources.	Adequate assessment of some objective data from variety of sources. Some community resources were included in needs assessment.	Minimal assessment includes little objective data. Few community resources were included in needs assessment.	Inadequate assessment of needs and community resources with insufficient data for students to be served.
Critical need for direct grant for family literacy*	Need is very clearly defined and fully documents that existing resources (as identified in the RFA) are unavailable and/or insufficient to meet needs; applicant clearly demonstrates that direct grant is critically necessary to facilitate supporting the literacy needs of families of students participating in the CCLC.	Need is defined and documents that existing resources (as identified in the RFA) are unavailable and/or insufficient to meet needs; applicant demonstrates the importance of direct grant to support the literacy needs of families of students participating in the CCLC.	Need is minimally defined and minimally documents that existing resources (as identified in the RFA) are unavailable and/or insufficient to support needs; necessity for the direct grant is not strongly and convincingly documented.	Definition of need is inadequate; does not document that existing resources (as identified in the RFA) are unavailable and/or insufficient to meet needs; applicant fails to demonstrate the necessity of the direct grant to support the literacy needs of families of students participating in the CCLC.
Strength of proposed plan to provide family literacy services*	Very convincing and highly feasible plan to thoroughly meet the identified critical needs of the program building upon existing resources.	Feasible and adequate plan; components designed to meet many of the identified critical needs of the program linking to existing resources.	Minimal plan and/or uncertain feasibility; components will meet few of the identified critical needs of the program.	Unfeasible, inadequate plan; components not connected to the identified critical needs of the program.
Proposed use of funds	Proposed plan and budget design are well connected and highly cost-effective.	Proposed plan and budget design are connected and cost-effective.	Proposed plan and budget design are minimally connected and cost-effective.	Proposed plan and budget design contrary and cost-ineffective.

* A minimum score of 3 points will be required in each of these two components to be eligible for funding.

Program Budget for Optional Direct Grant for Family Literacy Applicant Agency: _____

Column A: This column should list the annual budget line items.

Column B: This column should reflect the amount budgeted per line item. Include the total amount budgeted for the series in the shaded cell.

Column C: From the amount reflected in Column B, indicate the amount to be spent on administrative costs.

- If charging indirect, enter that figure in the appropriate box. Use the California School Accounting Object of Expenditure (expense) Classification codes (series 1000, 2000, etc.) See the [California School Accounting Manual](#) for a list of these expenditure categories.

Budget Line Items (Column A)		Amount Budgeted (Column B)	Administrative Costs Including indirect costs (Column C)
Series 1000			
CERTIFICATED PERSONNEL SALARIES TOTAL		\$	\$
Series 2000			
CLASSIFIED PERSONNEL SALARIES TOTAL		\$	\$
Series 3000			
EMPLOYEE BENEFITS TOTAL		\$	\$
Series 4000			
BOOKS AND SUPPLIES TOTAL		\$	
Series 5000			
SUBTOTAL FOR SERIES 1000-5000			
Indirect Costs	Indirect costs may not exceed the grantee's restricted indirect cost rate (ICR), or 5%, whichever is less. Programs may expend no more than a total of 15% of annual funding on administrative costs. (Indirect costs are included in the 21 st CCLC Administrative Costs.) Total Series 1000-5999 = \$_____ x ICR _____ % = \$_____.	\$	
SERVICES AND OTHER OPERATING EXPENSES TOTAL		\$	
Series 6000			
EQUIPMENT & EQUIPMENT REPLACEMENT TOTAL		\$	
GRAND TOTAL		\$	

**ADDITIONAL ASSURANCES APPLICABLE TO THOSE APPLYING FOR THE
OPTIONAL DIRECT GRANT FOR FAMILY LITERACY SERVICES**

Direct grant for Family Literacy Services

As the designated applicant agency representative, I certify that the needs assessment conducted to identify the need for family literacy services has shown that existing resources are not available and/or sufficient to serve the families of the students to be served by the 21st Century Community Learning Center. I further certify that the program will maintain adequate, accurate fiscal records, and that the funds will be expended only for those services and supports for which the direct grant was funded. I understand that direct grant funds are awarded only if all other sources of funds for the intended purposes are unavailable or insufficient and that these direct grant funds may be withheld in subsequent years if expended for purposes other than as awarded.

Signature of Applicant Agency Representative on behalf of the 21 st Century Community Learning Centers Program	Applicant Agency Name

IV. GLOSSARY: KEY TERMS AND CONCEPTS ASSOCIATED WITH 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS

The following key concepts, values, and terms associated with 21st CCLC are referenced throughout this document. They are defined below to provide necessary clarification and establish a common understanding.

Absolute funding priority

Consistent with federal legislation, CDE must satisfy an absolute funding priority by restricting grant awards to only those applications that propose to serve students who primarily attend schools that satisfy either or both of the requirements below:

- i. Schools that are eligible for Title I schoolwide programs; or
- ii. Schools that serve a high percentage of students from low-income families.

Administrative Costs:

Costs of administration can include both direct charges of the program (salary costs for preparing program plans, budgets, and monitoring; travel costs for program activities; rental or purchase of program-specific office equipment or supplies; rental and maintenance of program office space) and indirect charges for general administration of the program (personnel, payroll, accounting, procurement, data processing). Any cost, direct or indirect, that supports the management of the program is considered administrative in nature.

Collaboration

Eligible organizations are required to collaborate in their application for 21st CCLC funds. Collaboration is the means by which people that care about a community or an issue commit to examining and improving the ways that the people and groups affected are inter-related. By bringing together community organizations with school districts, collaborative partners can identify and dedicate multiple community resources to serve children and families. Collaboration can ensure that the children and youth attending a 21st CCLC Program benefit from the collective resources and expertise throughout the community.

Experience & Practice

Effective collaboration means working together in a group so that the group is better able to achieve a shared vision than any of its component members could achieve alone. Evidence of good collaboration includes:

- Commitment to common goals
- Making and carrying out decisions
- Sustaining relationships
- Sharing ownership and accountability for results

If any collaborative member feels the group is superfluous to its individual success, effective collaboration is not being achieved.

Community

The term community refers to a geographic area made up of varying social, cultural, linguistic, and economic features as identified by the applicant.

Community-based Organization (CBO)

Under the federal legislation, “community-based organization” (CBO) means a public or private non-profit organization of demonstrated effectiveness that:

- Is representative of the community or significant segments of the community, and
- Provides educational or related services to individuals in the community.

Competitive Priority

Competitive priority is defined as preference over an application of comparable merit that does not meet the criteria. The competitive priority will be given to applications that satisfy both of the following requirements/criteria, as described in Section II.B, *Prioritized Eligibility for Funding*.

1. The application proposes to serve children and youth in schools that have been identified as in need of improvement under Title I (Section 1116), *and*
2. The application is “submitted jointly” by at least one local educational agency receiving funds under Title I Part A and at least one community-based organization or other public or private entity.

In determining whether an application has been “submitted jointly,” CDE will look for evidence that the LEA and at least one other organization collaborated in the planning and design of the program, each have substantial roles to play in the delivery of services, share grant resources to carry out those roles, and have significant ongoing involvement in the management and oversight of the program. In addition, any of the following may also be considered:

- The organization(s) that wrote the application;
- The organization designated to serve as the applicant agency/fiscal agent;
- Whether there is a history of these organizations working together; and
- Whether there is evidence in the application of integration of the after school program activities with the regular school day program.

Applicants asserting that their applications satisfy the competitive priority criteria must: 1) Check the appropriate box on Form A1, and 2) Must provide a “Memorandum of Understanding to be Considered for Competitive Priority,” documenting how the application fully satisfies the competitive priority criteria, as described in Section III. A.4, *Attachments and Memoranda of Understanding*.

Educational Service Agency

The term “educational service agency” means a regional public multiservice agency authorized by State statute to develop, manage, and provide services or programs to local educational agencies.

Elementary School

The term “elementary school” means a nonprofit institutional day or residential school, including a public elementary charter school that provides education, as determined under State law.

Eligible Entities

The term “eligible entity” means a local educational agency (LEA), cities, counties, community-based organizations (CBOs), another public or private entity (which may include faith-based organizations or private schools), or a consortium of two or more of such agencies, organizations, or entities. Eligible entities must demonstrate in their proposals the capacity to provide educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students to be served.

Evaluation

Evaluation represents a significant opportunity to use data for continuous program improvement. Developing an effective local evaluation requires that performance indicators be identified against which achievement can be measured through qualitative or quantitative data collection. This can be accomplished through methods including but not limited to surveys, face-to-face or phone interviews, review of records (attendance, test scores, grades, report cards), and review of activity portfolios. The results achieved by the local 21st CCLC and documented with evaluation strengthen the community’s commitment to sustain their collaborative efforts beyond the initial grant funding. Specific requirements for the local and statewide evaluations are provided in Section II D of the RFA under Terms of the Grant.

Experience & Practice

Strong evaluation results are an essential component of the marketing and public relations efforts necessary to develop sustainability funding for the community learning center. Persuasively communicating sound evaluation results with collaborative partners, families, the community at large, counties, cities, nonprofit organizations, businesses, schools, and districts is an ongoing process that is critical to securing sustainability funding.

Family Members

Community learning centers that identify the need, do not have access to existing services for referral or coordination, and are successful in obtaining one of the optional, competitive direct grants for family literacy services must provide services to the adult family members of students participating in the 21st CCLC. Any adult with an ongoing role in raising a child who is receiving services from a 21st CCLC is considered an adult family member eligible for family literacy services if the services are provided and funded through a California 21st CCLC grant. However, These funds may not be used to provide services to adult community members at large.

Indirect Costs

Indirect costs are general management costs that are organization-wide (accounting, budgeting, payroll, personnel, purchasing, data processing). Indirect costs benefit all programs of the grantee and are usually considered a subset of the broader category of administrative costs of an organization.

Integrating the Expanded Day Program with the Regular School Day

Effective integration of the expanded day program with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between

regular school and before and after school staff. Such efforts might include, but are not limited to, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.

Experience & Practice

Integrating K-12 and after school requires planning and persistence. Communicating with regular school day staff can be challenging if they leave campus at the end of the day. To maximize opportunities for integration, after school program staff must take the initiative to communicate with regular school day staff, and use content areas of the regular school day as content areas for enrichment activities after school. Some programs establish regularly scheduled homework conferences to involve both regular school and after school staff in discussions about children's developmental capacities to handle homework.

Building relationships between regular school and after school staff is critical. For example, sometimes it is helpful for after school staff to plan a "teacher breakfast" or similar event in an effort to build "buy in" and the willingness to communicate regularly.

The best incentive for regular school staff to communicate with after school staff is results. Relationships and efforts to integrate K-12 with after school are solidified when teachers discover that after school students are more easily interested and ready to learn in the regular school classroom, and show improved test scores and language development skills.

Local Educational Agencies (LEAs)

The term "local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. The term includes any other public institution or agency having administrative control and direction of a public elementary school or secondary school. It includes an elementary school or secondary school funded by the Bureau of Indian Affairs but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the LEA receiving assistance receiving assistance under the No Child Left Behind Act with the smallest student population, except that the school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Affairs. The term also includes educational service agencies and consortia of those agencies.

LEAs involved as collaborative partners in a grant application must agree to provide any necessary data concerning the public school students the application proposes to serve in order to accomplish the evaluation and reporting requirements. In addition, LEAs involved in the 21st CCLC application are responsible for sharing the State content area standards and curriculum with their partners.

Principles of Effectiveness

The 21st CCLC Program is based on sound principles of effectiveness that will guide local grantees to identify and implement programs and activities that can directly enhance student learning. All 21st CCLC Programs must indicate how each program activity satisfies the principles of effectiveness described in the law. According to statute, programs must be based upon:

- An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities;
- An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
- Where appropriate, scientifically based research that provides evidence that the program will help students meet the State and local academic achievement standards. It is expected that community learning centers will employ strategies based on scientific research when providing services in core academic areas (such as reading and mathematics) where such research has been conducted and is available.

Scientifically Based Research

It is appropriate for community learning centers to employ strategies based on scientific research when providing services in core academic areas such as reading and mathematics.

Scientifically based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:

- (1) Employs systematic, empirical methods that draw on observation and experiment;
- (2) Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- (3) Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (4) Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (5) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (6) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, scientific review.

Secondary School

The term “secondary school” means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that the term does not include any education beyond grade 12.

Youth Development Approach

Youth Development is an effective community-oriented strategy for preventing youth problems and improving youth health and wellness that can have a positive impact on student academic performance and behavior. Youth development strategies, which are characterized by a positive, strength-building approach, can be identified using one of three categories - - services, supports, and opportunities.

- **Services** are those things that are done for or to youth and that involve the provision of resources, knowledge, or goods. Examples include nutrition services and mental health services.
- **Supports** are those things done with youth, often in the form of interpersonal relationship, and other accessible resources that allow youth to take advantage of services and opportunities.
- **Opportunities** are things done by youth and are very important since they provide chances for exploration, personal expression, and self-determination.